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ABSTRACT

This document was created to serve as a major networking tool of the National Clearinghouse on Development Education (NCoDE). The purpose of the document is to share state of the art practices and common concerns among the expanding development education community. Among the items in the publication is an interview with Elizabeth Hogan, coordinator of the USAID Biden-Pell program. There is also an interview with U.S. Senator Joseph Biden and an analysis of the seven-year history of the Biden-Pell program. The document presents four case studies of programs that have received Biden-Pell funding. Interviews with U.S. Senator Nancy Landon Kassebaum and Congressman Donald Pease also appear, as does an article about creating a collaborative agenda on development education. An NCoDE needs assessment concludes the document. (SG)

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EDUCATING
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by Carrol Joy



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DEVELOPMENT EDUCATION ANNUAL

A Journal of the
National Clearinghouse on Development Education
The American Forum for Global Education

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THE DEVELOPMENT EDUCATION ANNUAL, a yearly publication of the National Clearinghouse on Development Education (NCoDE), promotes innovative and state-of-the-art practices in development education. It serves as a forum for discussion among practitioners in the field. The *Annual* is published in the Fall.

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EDITORS' NOTE

Welcome to the *Development Education Annual*. We at the National Clearinghouse on Development Education (NCoDE) are pleased to present this inaugural edition.

The *Annual* has been created to serve as a major networking and information-sharing tool of NCoDE, which was established with the help of a Biden-Pell grant in 1988 as a program of The American Forum for Global Education. Through it we hope to be able to share state-of-the-art practices and common concerns among the relatively new but ever-expanding development education community.

Given these purposes, we thought it appropriate to focus our first issue on questions of what we have learned so far about doing development education. And since the Biden-Pell program of the U.S. Agency for International Development has been the primary catalyst for the expansion of such effort in this decade--by funding organizations to undertake development education programs since 1982--we decided to use the experience of the Biden-Pell projects in developing the theme of this issue.

"What have you learned from seven years of administering A.I.D.'s development education projects?" This was the central question posed to Beth Hogan, the administrator of the program since its inception. Our interview with her provides a context and includes the insights of the individual who has probably the best grasp of the state of development education in the U.S. and has been instrumental in its growth.

Further context is given in the interview with Senator Joseph Biden, one of the sponsors of the 1980 Biden-Pell amendment. His comments provide a retrospective on the purposes and hopes for the program when it was enacted. Two of his congressional colleagues, Senator Kassebaum and Congressman Pease, have contributed additional perspectives on the need for continuing support for development education from Washington.

Rosemarie Philips has written the center-piece for this issue of the *Annual*. Based on research she undertook for the Clearinghouse, her article offers an in-depth analysis of the common characteristics of successful development education projects. As an illustration of the points she is making, we have included short case studies of four diverse projects that were funded by the Biden-Pell program.

The final article, by Steve Arnold and Kathy Selvaggio, shifts the focus from what have we learned to what do we need to know in order to make development education efforts ever more effective. Their emerging agenda for research suggests a blue-print for the "lessons learned" of the future.

We hope our readers will find this first issue of the *Development Education Annual* both interesting and useful in addressing their concerns for educating Americans about international development issues. We would welcome suggestions for how we can make further editions even more so.

In that spirit, we strongly encourage our readers to communicate to us the ways in which NCoDE could best serve your needs, by completing and returning the needs assessment on page 45.

Next year's focus of the *Annual* will be on "Perspectives from the South in Development Education." We hope that you will decide to subscribe and recommend the *Annual* for your institutional library.

Willard M. Kniep

Joëlle Danant

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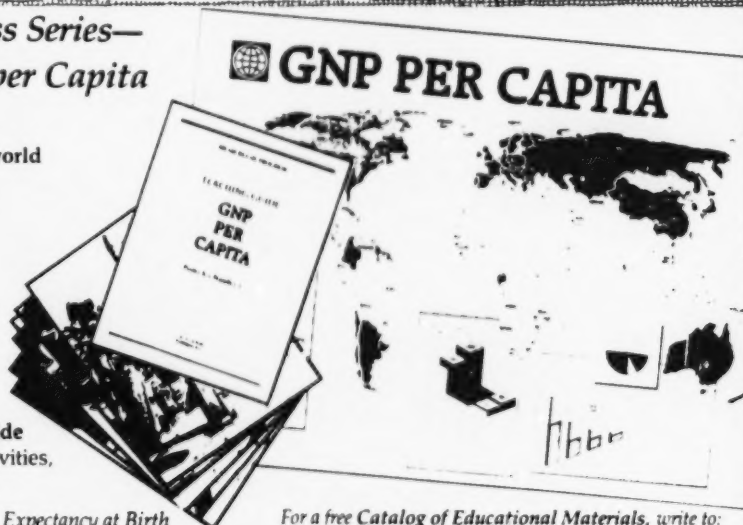
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THE BIDEN-PELL PROGRAM: CATALYST FOR SUSTAINABLE DEVELOPMENT EDUCATION

**An Interview with Elizabeth Hogan
Coordinator, U.S.A.I.D. Biden-Pell Program**

Elizabeth Hogan is the director of the Public Outreach Unit within the Office of Private and Voluntary Cooperation at the United States Agency for International Development, which is responsible for the management of the Agency's Advisory Committee on Voluntary Foreign Aid and the Development Education (Biden-Pell) program. Miss Hogan joined A.I.D. in 1981 when the Biden-Pell grants program was being created and assumed the role of Agency coordinator for Development Education in 1982.

DEA: *Could you provide us with some background on the Biden-Pell program? For example, when and how was it authorized, and what were the provisions of the enabling legislation?*



Photo courtesy: U.S.A.I.D.

In order to educate the American public on development issues, it has been important for development educators to learn from each other. Conferences, such as those sponsored by A.I.D.'s Biden-Pell program, have been excellent mechanisms for that to happen.

BH: The Biden-Pell program grew out of the President's Commission on World Hunger. From 1975 to 1978, the Commission was mandated to look at the problems of world hunger and to make recommendations to the President about possible actions the United States should take to deal with them. In its report, the Commission emphasized the need to educate the American public about world hunger and proposed that a government-sponsored program be designed to address this need. This proposal evolved into an amendment to the International Security and Development Cooperation Act and was passed in December of 1980. A.I.D. was authorized to create a development education program which was initiated in 1982.

It is useful to keep in mind the original language of the Biden-Pell Amendment, because this language determined the policy guiding the program's design. The beauty of the legislation was that it was so open-ended. While it did state Congress' intention, there were few specific instructions, and so we were able to be fairly creative.

There are two paragraphs in the legislation that deserve special attention. The first is the one which describes the program's purpose. The program was created to facilitate among the general American public widespread discussion,

analysis, and review of the political, economic and social factors relating to world poverty and hunger. The aim is to get people thinking about these issues, engaging in dialogues, sharing their views, and eventually developing their own opinions about effective foreign policy measures. It is an EDUCATIONAL program designed to foster informed judgment — as opposed to a public relations campaign which promotes a particular point of view.

The second key paragraph outlines the link between A.I.D. and private voluntary organizations (PVOs). The legislators identified the potential of PVOs to carry out this kind of educational effort. As a result,

instead of having A.I.D. design and implement its own development education programs, Congress urged A.I.D. to support PVO efforts through funding and coordination.

DEA: *When the legislators authorized you to fund PVO development education programs, what kinds of organizations did they have in mind?*

BH: According to my understanding, the term 'PVO' as used in the legislation originally referred primarily to those development organizations that were working in partnership with A.I.D. — for example, CARE, Save the Children, and Catholic Relief Services.

Over the years, however, this term has expanded to include all kinds of organizations, whether or not they are registered with A.I.D. Now, the only stipulation is that the organization be private, non-profit, and have 501 (c) 3 status. As a result, we have created a whole new network of organizations engaged in development education, each of which brings something unique to the program, be it experience in development, curriculum design, education, or media. This variety gives the Biden-Pell program its strength.

DEA: *How has the program itself evolved over the years?*

BH: The legislation referred to the need not only to educate Americans about world hunger, but to help the general public understand the political, economic, technical, and social factors related to world hunger and poverty. During the first two or three years of the program many of the projects we funded focused on hunger, per se, as the major issue — its statistics, where it existed, and why. Over the years, Biden-Pell grantees have become more sophisticated, focusing on hunger's root causes, such as the lack of education and economic prosperity, environmental degradation, and population problems, to name a few.

There is another evolution that is worth noting. Since the beginning, we have funded a variety of projects to reach various segments of the population. Over the past few years, we have added a new component which targets development education practitioners themselves. These "professional development" grants are designed to improve the educators' practice and technique through such offerings as evaluation workshops and development studies programs, to name a few.

It is also important to note that, since its inception in 1982, this program has had unbelievable support from A.I.D. I credit Peter McPherson, Administrator, and Jay Morris, Deputy Administrator, with recognizing the program's potential. When A.I.D. was under enormous pressures to reduce overseas aid programs, they actually gave more money to development education. They were the true believers.

DEA: *What did you hope the program would accomplish when you accepted the position of coordinator?*

BH: When I arrived in November of 1981, the program's overarching goal was to help Americans understand the U.S. stake in international development and, in the process, to tap a constituency for both public and private development assistance efforts. The determination of foreign policy should not be an activity reserved exclusively for the folks in Washington but should reflect the values of the American public. Therefore, it is critical that the American public engage itself in a dialogue concerning the content and direction of this aid.

An important question was whether the program could produce a sustainable flow of benefits and have a lasting effect on what the grantees do and how they perceive themselves. We wanted these organizations to come to see development efforts overseas and development education in the United

States as inextricably linked. We hoped that these seed grants would provide the catalyst for organizations to create sustainable programs and that development education would become institutionalized within organizations.

DEA: *Has that happened?*

. . . grantees have gotten more sophisticated, focusing on the root causes of hunger . . . the lack of education, the lack of economic prosperity, environmental degradation, and population problems.

BH: In many cases, yes.

DEA: *What is your personal assessment of the program's success in terms of its stated purposes?*

BH: I think the program is one of the best success stories this office has ever seen. A.I.D.'s funding has enabled development education activities to flourish for eight years, reaching a wide range of audiences such as educators, students, members of cooperatives, and special interest groups — including women, minorities, youth, religious groups, businesses, conservationists, environmentalists, and media specialists. Out of a small investment, we have seen the creation of a whole new field. And that field is here to stay.

DEA: *What do you consider to be the hallmarks of good projects?*

BH: To be successful and sustainable, a project needs three things: first, sound content; second, appropriate processes and methodologies; and third, good design from a management perspective. Sound content implies that the project address substantive development issues that accurately reflect the areas of major concern and the trends affecting the U.S. and the Third World today. These issues should be timely, relevant to audiences' interests, accurate and balanced. *Continued on page 36*

ONE SPONSOR'S VIEW OF BIDEN-PELL

An Interview with U.S. Senator Joseph R. Biden, Jr.

U. S. Senator Joseph R. Biden, Jr., of Delaware, is a member of the Foreign Relations Committee, and currently serves as Chairman of the Committee's Subcommittee on European Affairs. He also chairs the North Atlantic Assembly's Special Committee on Alliance Strategy and Arms Control.



DEA: Senator Biden, You were one of the sponsors of the legislation that established the program within A.I.D. to educate Americans about world hunger, poverty and other development issues. What did you hope that such an effort would accomplish?

JB: I proposed this legislation because I believed that the American people did not completely understand the link between the interests of the United States and the economic and political evolution of the developing nations. About 80 percent of the world's population live in the developing world. We ignore these nations at our own risk.

I also hoped that by learning more about the poverty and deprivation in the developing world, the American people would be more inclined to support foreign aid programs, both public and private. We are a compassionate and generous nation, as evidenced by the response in this country to the famine in Ethiopia five years ago. But with all the important issues facing us at home, Americans sometimes forget that other nations and other people face monumental problems as well. I hope development education is accomplishing that goal.

DEA: What, specifically, do you think Americans need to know about these "Developing World" issues? Why do you think it is important that they know them?

JB: Americans need to be aware of how the developing world affects them personally. For instance, I believe the American people should learn more about the importance of the Third World to the American economy. The developing nations, with their growing population and need for technology, offer great potential for American exports. That potential has been hampered in this decade by the Third World debt crisis. But few Americans have made the connection between the debt crisis and the American economy. By some estimates, over 2 million jobs have been lost because of the debt crisis. So we obviously have an enormous stake in the economic health of the developing world.

DEA: From where you sit, what do you see as the most pressing issues facing us in our relations with the developing world?

JB: First, we must overcome the general lack of trust and understanding between the developing world and the industrialized nations, or our mutual problems will never be solved. The environment is one example. Some in the developed world view with suspicion the reluctance of developing nations to protect their natural resources. Likewise, the growing pressure by the developed countries to protect the rain forests is seen by some in the Third World as part of a plot to hold back their development. Assuming that the cur-

rent trend in superpower relations continues, probably the most important issues will be the transnational questions — the environment, drugs, AIDS. Clearly, these are global problems requiring global cooperation. Solutions cannot be imposed by fiat.

DEA: The World Commission on Environment and Development, chaired by Norway's Prime Minister Gro Harlem Brundtland, in their 1987 report, called for worldwide recognition of the relationship between the world's current ecological crisis and the strategies nations employ for economic growth and development. How would you assess the awareness of this relationship — both in Washington and among the general public? What do you think needs to be done to raise this awareness?

JB: In the past few years, the link between development, policy and environmental degradation has received increasing attention in the national media. Global warming probably served as a catalyst for this awareness, but I think what really brought the issue into focus was the widespread burning of the rain forests in South America. Just recently, Time magazine devoted its cover story to this issue, a sure sign that the public is deeply concerned about this problem. I think Washington and the public are paying close attention. You'd be surprised at how many people at town meetings in my state of Dela-

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ware raise environmental issues. And they are not just concerned about pollution in the Delaware Bay, but about environmental conditions around the globe. In Congress, the focus has been on the effect that lending policies of multilateral banks — such as The World Bank — have had on environmental conditions in developing countries. Many in Congress have been critical of the banks for misguided loans they have made which ignored the potential environmental impact. For example, The World Bank has supported timbering projects, dams or huge agricultural operations that might reap short-term gains, but at huge cost to the environment and ultimately, the long-term development of the recipient nation. The consensus in Congress is clear — the multilateral development banks must make environmental considerations a higher priority when considering loans to the developing world. And we will continue

to push the banks until they do so. As far as educating the public goes, the condition of the environment has spoken louder than any advocate could. The mounting ecological disaster in the developing world is more than a warning, it is hard evidence that something is seriously wrong. That is what has made the public aware of the connection between the environment and economic development.

DEA: Any advice, or words of hope, for those dedicated to educating their fellow citizens about the developing world and development issues?

JB: I have a great deal of faith in the American people and their compassion for those living in desperate conditions outside this country. Their overwhelming response to the Ethiopian famine proves there is a great reservoir of compassion and generosity lying untapped

in this country. The attention paid to the Ethiopian crisis only underlines how critical the work of development educators is to the success of overall development efforts. Because no matter how worthwhile or honorable development goals may be, they will never be

... no matter how worthwhile or honorable development goals may be, they will never be reached if the public is not aware of them.

reached if the public is not aware of them. It is never easy to sway the opinions of a large and diverse group of people. Senator Pell and I realized that if we were to commit to these programs, we would have to sign on for the long haul. I encourage development educators to be persistent in the pursuit of their goals, and they should know that they will have our strong and steady support.



Photo courtesy: United Nations

One objective of development efforts is to ensure that the generations of the future are educated. This effort is hampered when resources are limited and when so many of the children have spent the earliest years of their lives malnourished. The new emphasis on sustainable agriculture, particularly in Africa, should help change things.

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SEVEN YEARS OF BIDEN-PELL WHAT HAVE WE LEARNED ABOUT DEVELOPMENT

Rosemarie Philips

Rosemarie Philips, a freelance writer and researcher, was asked by The American Forum for Global Education and U.S.A.I.D. to determine what lessons Biden-Pell grantees have learned during seven years of development education projects. Previously Vice President of the Panos Institute, she has designed and implemented a number of development education programs, including a Biden-Pell project directed at the U.S. media. The case studies featured separately in this section were chosen to be illustrative of the wide range of approaches that Biden-Pell projects have pioneered.

In the seven years since the inception of A.I.D.'s Development Education Program, popularly known as the Biden-Pell program, nearly seventy institutions have received a total of \$14,831,000 in grants to "facilitate widespread public discussion, analysis and review . . . of the political, economic, technical, and social factors" relating to hunger, poverty and development in the Third World.

Some grants were one-time grants to institutions that have not otherwise been involved in educating Americans about development issues. Others were grants to organizations that have used these initial funds to build an ongoing, but limited, development education activity into their larger programs. Still others have been multi-year grants to institutions for whom development education is now a major focus.

Together Biden-Pell grantees represent a significant body of experience in reaching out to American audiences, interesting them in the question of how their lives, businesses, and communities affect and are affected by events in developing countries and, often, encouraging their further involvement in development concerns. Those reached include teachers, farmers, extension workers, journalists, professors, business representatives, young people, the elderly, credit union members, environmentalists, and the general public.

Most grantee institutions, like most project directors, had little or no prior experience in designing or implementing a public education activity. Those who did have previous experience, generally had it in some other field or issue, not Third World development. Instead, grantees brought other strengths: in-depth experience in the Third World, familiarity with and understanding of a particular audience, experience in curriculum development.

Struggling on their own and networking with one another, Biden-Pell grantees have experimented with a wide range of strategies, methods and processes to find their own unique approach to educating the American public about development issues. They have developed private theories about what works and discovered that seemingly obvious and sure-fire approaches did not.

Biden-Pell grantees are not the only practitioners of development education. Many others are engaged in the process of raising U.S. public awareness about the Third World — some of whom would not even call it development education. But Biden-Pell grantees are the single largest group of individuals and institutions clearly identified with the effort to educate Americans about development, and thus represent an important and accessible source of information. Therefore it seemed worthwhile to examine the experience of this large "development education laboratory" to determine what its practitioners have learned and what lessons they would pass on — to their colleagues and to those taking on their first development education project.



Photo courtesy: Tom Morrissey, IDC

In-depth interviews with 26 current and
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NT EDUCATION?

former project directors, and a careful reading of nearly two thirds of the project final reports, suggests that in some areas grantees have reached remarkably similar conclusions. At the same time, Biden-Pell is a "demonstration" program that has sponsored a wide variety of projects and institutions.

There are far more differences than similarities in how* individual projects have been designed and carried out. As a result, grantees have sometimes come to quite different, although not necessarily contradictory, conclusions.

Connectedness: A Common Theme

If there is one thing long-term development educators agree on, it is that the most effective theme with any audience is the connectedness, the interdependence, we all have with peoples of other countries. Many projects started out with quite different premises: if Americans only understood the situation in developing countries, they would inevitably want to do something about it. Or if Americans only knew how interesting development issues are, they would want to learn more.

Most projects eventually came to the conclusion, however, that for those not professionally involved in the business of development, an abstract discussion of Third World concerns might be momentarily interesting, but does not pro-

(* An additional, highly useful source of information on what Biden-Pell grantees have learned in the course of doing development education was the assessment and planning survey prepared by Carol Joy in 1988 for A.J.D.'s Development Education Program, available from the A.J.D. Development Education Office.)

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Photo courtesy : Tom Morrissey, IDC

vide compelling reasons for long-term attention. If the initial experience of attending a seminar, watching a video, or teaching a course was to have more than temporary significance, participants should learn from it that our relationships with developing countries are ongoing, mutual and often positive.

Increasingly, projects made the point that Americans are more affected than ever before by people, events and conditions overseas. This is not something that will change or something from which we can escape. It is reality, and our task is to understand that reality and figure out what it means for us — as individuals and as a society.

Projects aimed at schools found various means of integrating this theme into existing curricula, including working with school administrators, university-based teacher educators, and professional associations of teachers of home economics, social studies, and other subjects. Projects aimed at citizen activists made the connections between the domestic issues with which they are already involved and similar or related concerns in the Third World. And projects associated with a religious tradition drew on the values of that tradition to establish connectedness with the less well off in other places.

The longer they were involved in development education, the more finely grantees tuned their messages to the particular audience they were trying to reach. As one project director said, "We must approach them through something they are already interested in." Thus, for example, projects aimed at the American agricultural community focused their message on the relationship between Third World agricultural production and American agriculture. Projects aimed at American business stressed economic issues and the potential of developing countries as markets provided they have the opportunity to grow, meet their domestic needs, and get rid of their external debt. And activities aimed at environmentalists stressed the connections that exist between domestic environmental issues and the widespread destruction of forests and soil that is the inevitable consequence of poverty in many developing countries.

The Outcome of Development Education: Awareness or Action?

While they are almost unanimous in emphasizing the linkages between Americans and people in developing countries, development educators are less agreed on what the purpose is in

Lessons Learned . . .

reaching their audiences with the interdependence theme. For some, increasing awareness and learning is itself a valid outcome. For this group, creating a climate of awareness about developing countries, their concerns and their relationships with the United States is

If the initial experience . . . was to have more than temporary significance, participants must learn from it that our relationships with developing countries are ongoing, mutual and often positive.

the most that can realistically be expected. People have other commitments, other interests, to which they devote their energies. What we need, this argument runs, is a much larger number of people exposed to development issues, interested and aware, but not necessarily deeply involved.

For others, follow-up action by those participating in a development education program is an essential measure of success. Many of these projects focused on carefully chosen individuals who were expected to do something quite specific to further spread the development message, often to become development educators themselves. In some cases, this involved intensive educational experiences that consisted of both substantive development information and pedagogical techniques. In other cases, it involved learning how to use specially prepared materials and to develop audiences for them. In still others, it involved access to funds (usually on a competitive basis) to design and implement their own development education activities.

Many projects came gradually to the conclusion that they had to offer suggestions about what individual Americans can do to affect the course of Third World development or U.S. relations

with the Third World. They saw that their audiences felt disheartened and helpless in the face of enormous problems confronting developing countries, and struggled to find ways of providing audiences with meaningful ways to get involved.

Perhaps the best known "action-oriented" project among fellow grantees is that developed by INSA, a development organization that early in its first Biden-Pell grant came to the conclusion that "people wanted to be involved." Partly because of the kinds of groups they work with — service organizations such as the Girl Scouts, 4-H Clubs, the Georgia Federation of Women's Clubs — INSA found that its initial efforts to raise awareness and concern fell flat when they could not answer the question "What can we do about this?" INSA put together a series of action projects that have become the backbone of its development education program. Project director, Ellen Wright, says INSA "wanted Americans to understand that we have power as individuals, that we can be involved in doing something that makes a difference." (Editor's Note: see "From 'Action Projects' to 'The Message Returns'," page 17.)

Other projects had quite different experiences. They started out wanting to motivate Americans to become involved, only to discover — again gradually — that even those who had been keenly interested in the initial presentation did not want to make further commitments of time or energy. These grantees experienced disappointment and frustration. Their seminars, workshops, and materials were often judged to be excellent by the participants, who nevertheless had no interest in getting involved either in the substance of development or in educating others. For grantees encountering this reaction an emphasis on "raising awareness" rather than on promoting action was an inevitable and rational decision.

These different experiences are not necessarily contradictory. Rather, they are just indicators that understanding one's audience is an essential first step in any development education program.

Knowing the Audience

Almost all grantees stressed the importance of truly knowing one's audience and establishing legitimacy with them. "We need to know how to talk to them in their language," said one former project director. "Every target audience has its own culture," said another. "Unless you know and understand that culture, you will have difficulty."

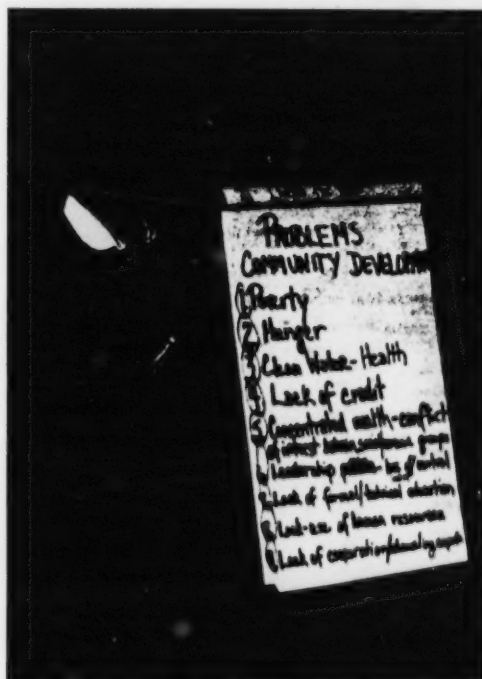
No system of categorizing Biden-Pell projects is neat and all encompassing. But in general, grantees can be said to fall into one of three categories:

- 1) those who were part of, or had ready access to, a specific and defined audience. This group includes, for example, the American Association of School Administrators, the American Home Economics Association, the American Jewish World Service, the Credit Union National Association, and the YMCA;
- 2) those who had long-term overseas development experience but no in-place, natural audience for their development education program. This group includes such grantees as Accion International, CARE, Heifer Project International, and Save the Children; and
- 3) those with expertise in such fields as communications, community organizing, or development education, who knew a lot about how to reach audiences, but who may not have had a regular, existing channel for their particular project. Examples include: The American Forum for Global

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CREDIT UNION VOLUNTEERS: COMMITTED TO DEVELOPMENT EDUCATION

Barbara Main



The purpose of the Credit Union Biden-Pell Development Education Program was to expand understanding and support among the U.S. credit union movement for the ways in which the principles of credit unions have helped others around the world to improve their lives, communities and nations. The sponsors of the program are: CUNA Mutual Insurance Group, serving credit unions and their members; CUNA & Affiliates, the national "trade association" for credit unions; the World Council

of Credit Unions (WOCCU), the international organization assisting members to organize, expand, improve and integrate credit unions as effective instruments for the economic and social development of people; and the CUNA Foundation.

"Attending the Credit Union Development Education training session helped me understand what credit unions mean to people around the world. It also gave me the skills, leadership and support I needed to commit to a lifetime career with them," says Charles Elliott, who became president of a state credit union trade association in January, 1989. Elliott is one of 35 graduates of a 1983 training session provided by CUNA. He is also one among the 193 volunteer development educators that have been trained by CUNA since the program began in 1982. Currently, there are 126 active volunteers representing 44 states, Australia and the West Indies.

The Credit Union Development Education Program educates people to recognize that development is important to world peace and stability by illustrating that development efforts have had positive results and that future efforts are needed to ensure continued success. This unique training program has brought together an elite corps of professionals, mid-management personnel and volunteers from credit unions and organizations of credit unions, both domestic and international. By analyzing how credit unions help solve problems in a developing context, partici-

pants come to understand how their credit union/ association fits into the "big picture" — the international credit union movement. This understanding contributes to a strong career commitment and sparks an interest in international affairs.

To implement the project, CUNA's objectives were to have a minimum of one trained volunteer in each state (this was later revised to two) and to conduct development education programs annually at the national, state, chapter and credit union levels. Articles relating to development education would also be published at all these levels. These activities would allow for an increase in credit movement support for international development programs.

Attracting and Maintaining Active Volunteers

The need to attract and keep volunteers involved is common to many development education programs. One of the keys to accomplishing this goal, CUNA has found, is personal recruitment by already trained volunteers. Other volunteers are drawn through a variety of means — such as media exposure, presentations by trained volunteers at local, national and international meetings, manager encouragement, and the desire to receive program resources.

Like Elliott, 66 percent of the volunteers trained by CUNA have experienced significant job advancement — which they attribute, in part, to their involvement with the development education program. News of such career

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Education (formerly Global Perspectives in Education), Citizens Network for Foreign Affairs, and Global Tomorrow Coalition.

This is not a tidy classification scheme that covers all instances. Groups that had one set of advantages hired project directors who brought a different, complementary set of skills. The American Association of School Administrators, with its direct access to school systems around the country, hired a project director with development experience and familiarity with development issues. "AASA provided a quick and easy channel to school administrators," says Martha Bozman, "but I personally still had to get a feel for the audience. I asked a lot of questions. It was like a crash course in the social foundations of education."

Heifer Project, with its long-term program experience, hired an educator as project director who relied heavily on her colleagues in developing the content of the school curriculum, but who brought direct personal knowledge of, and access to, Arkansas schools. Cheryl Pagan says her job was to "translate the knowledge and messages of the expert staff into effective education."

The Pan American Development Foundation (PADF) and the Distributive Education Clubs of America (DECA) teamed up to develop a teaching unit for high school marketing classes on micro-entrepreneurship in Latin America and the Caribbean. PADF provided the field expertise for the materials, and DECA provided the access to marketing classrooms around the country.

Despite its limitations, however, this system of classifying grantees allows a number of useful points to be made, because the relationship between type

of organization and audience is not just one of knowing the audience, but also one of being known to them.

Both in interviews and in their reports, grantees repeatedly stressed the importance of acquiring in-depth, detailed knowledge of the audience they were trying to reach. Grantees were equally insistent on the importance of establishing legitimacy with their audiences. For the first group of grantees, those who were membership organizations or professional associations already communicating regularly with their constituent members, this was an easier task than for grantees who both had to develop new audiences and prove their credibility. In general, it appears that grantees who were educating their existing audience about Third World issues got to the point of project implementation more quickly. They had other difficulties. In particular, they worried about getting the development message right. But most of them recognized

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advancements travels quickly throughout the credit union communications network and this, too, positively affects recruitment.

The CUNA program has been highly successful in maintaining active volunteers. It fosters networking through its annual workshop and provides opportunities and forums for sharing information. In addition, the trained volunteers are supportive of each other. One credit union manager, for example, experienced tremendous support from her peers, and when on several occasions, she had to relocate as a result of her husband's career, she was able to maintain her employment in credit unions through contacts and referrals from other trained volunteers. Several have hosted foreign dignitaries in their homes

and have maintained communication following the visits, and others have arranged visits with credit unions and the supporting organizations during vacations in their countries.

These and the many other volunteers CUNA has trained are emphatic about the changes in their lives and careers that have come about because of their involvement in this program. Their jobs have taken on new meaning, they say, and that is frequently noted by their employers. Their interest in world affairs has dramatically increased, they tell us, leading them to seek new ways to learn more about other countries and cultures.

All volunteer training begins with a common experience: a week-long session at a relatively isolated meeting facility (a former convent). At this session they receive in-depth education on the worldwide credit union move-

ment, on international issues and developing countries, and on cultural differences and similarities. They are challenged to learn through participation rather than by listening to lectures. CUNA provides them with resources and helps them develop the skills they will need to effectively spread the message back home.

Six advance mailings of reading materials set the tone, ensuring that trainees will have appropriate expectations and that less serious participants will eliminate themselves prior to the training — thus improving the ratio of volunteer retention. A core staff leads the training sessions at which no more than 36 participants are accepted. This core staff consists of three sponsor coordinators and three regional liaisons selected from trained volunteers.

The training location is important

their own limitations and worked with experts and other organizations to develop appropriate messages.

In contrast, those who came to the project with an understanding of development but no pre-existing audience found themselves putting much energy and effort into building that audience and establishing their credentials. They developed a wide variety of creative and remarkably effective ways of doing so. Many sought co-sponsorship with organizations representing the target group they were trying to reach. Thus CARE, focusing on the benefits of food aid to American agriculture, signed on leading national agriculture groups already doing education (although not international education) with their members. Other grantees, being national organizations planning to work in particular communities, sought one or more influential locally-based organizations to take on the project leadership in that community.

Conducting programs in communities in which they had no prior experience was one of the most frequent activities reported by Biden-Pell grantees. Those who were most successful at it invariably reported spending considerable time and effort in getting to know the local actors, coming to understand the dynamics of the community, working with the local leadership to enlist their enthusiasm and commitment, and tailoring the project to the local environment.

The use of experts was another often-used means of signalling that a particular program or activity was worthy of attention. The American Forum for Global Education relied on a carefully designed brochure, providing detailed information about the backgrounds and credentials of its expert faculty, to interest university professors in attending a week-long seminar on incorporating development issues into the training of teachers. Even though The American

Forum may not have been known to the recipients of the brochure, the brochure conveyed that The American Forum understood the needs of teacher educators and was offering relevant and well-targeted training. The National Committee for World Food Day also relied heavily on its program of experts to involve community sites around the country in the national teleconference linked with World Food Day.

Some groups used Board members to open doors and provide an initial hearing. Particularly with business audiences, the personal appeal from one person to another, seems to be a way to get something started. Others involved institutions and individuals that had recognized credibility with the particular audience they were trying to reach. Thus when Save the Children, with no previous experience of working either with American youth or the journalism sector, developed a project to get high school newspapers and journalism

since participants experience a bonding through cooperatively sharing small group work assignments — as well as the two telephones, one television set and the kitchen, which becomes the central social gathering point. The facility also has several meeting rooms on different floors that are effectively used to change the atmosphere between day and evening training activities.

A highlight of every training session is the half-day activity that involves international students from the University of Wisconsin Center for Cooperatives. An authentic Ethiopian dinner is also served one evening to add an international flavor to the activities.

Besides this original session, CUNA holds annual two-and-a-half day workshops so that volunteers can

focus on program business and planning. The workshops also serve as an opportunity for the exchange of information, skill enhancement and rejuvenation. Program leaders have input into the agenda so that their needs will be met. The participants plan annual program objectives and goals and set the expected levels of individual goal achievement. This produces participant ownership of the program and encourages the trained volunteers to shape future directions and new goal areas. "Job descriptions" provide individual direction and a mission statement conveys the overall program direction.

Every month the volunteers receive correspondence from the CUNA program to update them and provide motivation. For their part, the volunteers report their goal activity on a customized form, which is then entered into a computerized system. Volunteers receive a quarterly printout to monitor

their progress and ensure correct data entry.

Awards for outstanding accomplishments are presented at the annual workshop to the highest achievers in five goal categories: presentations, articles, media broadcasts, fund-raising, and most goals achieved. Other activities that are considered supportive of the program goals include hosting foreign dignitaries, joining speakers' bureaus, reporting to leadership, providing technical assistance, participating in task force projects — and anything else that furthers the program's aims.

Collectively, these volunteers in development education have made nearly 2,000 presentations to over 100,000 people, published 500 articles and raised nearly \$30,000 for

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departments to write on Third World issues, it enlisted the Journalism Education Association as a participant, and Tom Brokaw as honorary chairman.

Global Tomorrow Coalition reported considerable success in enlisting universities as co-sponsors in community-wide meetings. According to project director Diane Lowrie, they enhanced credibility and stature, particularly when the president of the university participated, as was often the case. Moreover, the facilities were excellent for both large plenary meetings and smaller break-out sessions, and were usually free of charge.

Participation and Ownership

As important as establishing credibility

with the audience, according to grantees, is involving representatives of that audience in the design and implementation of the project. Projects that tried to deliver ready-made, pre-packaged activities found either little acceptance, or that there was no further interest once the event was over. (Again, grantees delivering their message to a captive audience or so familiar with their audience that they understood their needs and viewpoints had this problem to a considerably lesser extent than others.)

It was not enough to get the right people to sign an invitation letter or to get organizations to sign on as nominal collaborators. Rather, these people and organizations had to be involved in the process, to be affecting the content, theme, style, and outcome of the activity. Local participation's input was essential both to ensure that the pro-

gram or activity was right for the intended audience and to leave in place a leadership and a mechanism for further follow-up.

Some grantees chose in advance communities in which they wanted to work. Others advertized their availability and responded to local expressions of interest. Both approaches seem to have worked, provided leadership and initiative eventually shifted to the community itself. Two groups that particularly emphasized participation and leadership at the local level were OEF International and Global Tomorrow Coalition. While they entered communities differently, their methods proved to be remarkably similar.

According to project director Anita Mermel, OEF would "enter communities, not knowing anybody." They would

talk to local leaders, explain that they were interested in holding a workshop or a conference to explore the connections between the local community and the developing world, and then hold, in collaboration with a couple of other organizations, an ad hoc meeting to explore the possibility. "More often than not," according to Mermel, "people were eager" to begin planning for a larger public meeting. OEF staff usually attended these meetings. The ad hoc groups understood that the conference was "a goal, but not the final goal." A Follow-Up Committee was always part of the planning, with the hope that plans would emerge from the conference and the process that led to it for long-term activity on development issues.

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Photo Courtesy: United Nations

Biden-Pell grantees have learned that it is possible to educate the American public about the importance of long-term sustainable development issues. Among those issues is the need of every community to have access to safe, clean water.

INSA: FROM "ACTION PROJECTS" TO "THE MESSAGE RETURNS"

Ellen Hayes Wright, M.Ed.

INSA, The International Service Association for Health, Inc., is a private, non-profit organization founded in 1972 in Atlanta, Georgia. Its mission is to help people in developing countries achieve their full potential through health education, training, and development projects. Putting individuals' own creativity, imagination and productivity to work, INSA believes, is the best way to help them secure a better life for themselves and their families. Ellen Wright is the Manager of Training and Development DEP and Project Director of the INSA Biden-Pell grant.

Seven years ago, INSA received a Biden-Pell grant to work with service organizations and educational institutions in the Southeastern United States to raise their constituencies' awareness of the roles hunger and poverty play in developing nations. INSA began by making slide presentations and distributing material resources. Now, through partnerships with national service organizations in both the United States and developing nations, INSA is extending its awareness program to include "action projects." This article looks at some of these action projects and at INSA's new concept, "The Message Returns."

The objectives for the development projects INSA undertakes are those identified by our overseas counterparts. With these counterparts we clarify what our own role should be in promoting sustainable development. This collaboration is a key factor in the success of development education action projects. The themes of partnership, education, income generation, participation of women, preservation of natural resources and equal par-

ticipation of all partners are stressed in every project. These, we believe, are the elements that will lead to appropriate sustainable development.

For these reasons, our first step in working with groups—whether in the U.S. or developing countries—is always to establish dialogue in order to devise a mutually acceptable strategy. U.S. organization leaders tell us about themselves, their interests in international affairs or community development and their current program focus. We ask them to state their organization's needs as these relate to their members' or community's concerns about world issues and development. Then, we evaluate these needs and our capability to present appropriate programs and materials. We follow up by presenting development education materials, plans for action projects and our suggestions for working with both the U.S. and overseas groups.

INSA's early Biden-Pell development education program sought to create awareness of the challenges facing the peoples in the Third World. Target audiences have included corporate executives, educators, schools, youth and adult service organizations, religious groups



Photo courtesy: INSA
Third Graders from Atlanta make a difference by being involved in a Haitian Goat Project.

and the general public. Program participants soon realized they could serve America's best interests by educating themselves about the development problems in the Third World and working as private individuals or groups to improve conditions in the developing nations. The participants expressed a genuine concern about the issues of hunger, poverty and development, and a desire for personal involvement in these issues. Of great importance to INSA as development educators was our belief that there should be avenues for personal involvement—whether our participants were seven or seventy.

A Look at Some INSA Action Projects

INSA's Biden-Pell development education program now creates many opportunities for American individuals and groups to get involved in international action projects. All projects are designed for Americans to work in partnership with people in developing nations. Our target groups in developing nations include such organizations as ROOTs in Haiti and the Girl

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Mermel felt that "each workshop or conference took on a personality of its own." The local organizers determined the agenda, got local speakers (one of OEF's objectives was to encourage use of local experts to give them credibility and highlight that they are an ongoing resource to the community), and were "absolutely key to getting people out." OEF had produced a handbook providing guidelines on how to organize such events, but the local coordinators varied in how they used those guidelines.

Global Tomorrow Coalition (GTC) set out to conduct ten "Cooperative Alliance Forums," in which it would work with local communities to bring together environment, development, health, population, peace, education and other interest groups for a day-long meeting on sustainable development issues.

In choosing its sites, GTC responded to

local expressions of interest, conducted an initial site visit to determine that the initiating organization was one that could and would pull together the various separate interests (organizers were supposed to work "on a percentage basis to ensure that invitations were extended to all the groups"), but then expected the organizing to be done locally (ie, the mailing of invitations, follow-up phone calls, etc.). GTC did have a pre-set format for the meeting, but it consisted not of expert presentations, but of facilitated discussions to draw out participants and focus on how various sectors can work together to broaden activities.

OEF and GTC found that it took four to six months (sometimes as much as nine months, according to OEF) to plan the meeting. Both found that the earlier and more thoroughly the local organizers involved various interests in the planning, the broader, more representative the participation. And both found that despite their very firm emphasis on local

leadership, it took a lot of the project director's time to keep the process on track. The biggest limitation to doing more such activities is available staff time. People "need to be stroked," said Mermel. "While the participatory approach is much more work, the quality is so much better." According to Lowrie, "there is no way around it (involving local leadership), if we are looking to have an impact over the longer term."

Many echoed this emphasis on giving the audience ownership of the project. Judi Simons, former managing director of The End Hunger Network, notes that, "people have to have a stake in what you are trying to get them to do."

The objective of the YMCA Biden-Pell project, according to Michael Diamond, is to help the 2,700 local YMCAs around the country "move from compassion to action and to recognize the parallel between local and non-U.S. issues," integrating these issues into other, ex-

INSA...

Guides in Burkina Faso and India.

INSA's most successful action project is the Haitian Goat Improvement Project. It grew out of two sets of needs: young people in the U.S. wanted to be personally involved in an action project that would further the development process; and health workers in Haiti recognized the need for more protein in the Haitian diet. The Haitians suggested a goat project, and in community meetings expressed their support and eagerness to participate. The adoption policy was a concept easily understood by American children — we had a match!

With the help of INSA's videos and printed materials, Americans participating in this project learn about Haiti and the role of goats in fur-

thering its development. Then, U.S. partners send funds to train a new goat owner and to purchase a pregnant Haitian doe to be adopted. INSA staff trains the new Haitian goat owners in goat care and management, nutrition, meat and milk production, land management and income generation, after which they receive the doe. Follow-up visits by the INSA extensionist help them care for the goats, and the Haitians repay the project with their first-born female goat.

Americans receive certificates of adoption in recognition of their contributions and copies of a newsletter about the goat project to keep them updated on the Haitian farmers' progress. Originally designed for children, this project has become extremely popular among adults, and today, participants include more adults than children.

In another project, U.S. Girl Scouts are learning about the illiteracy that affects

people both in developed and developing nations, and are helping with a literacy project focused in the West African nation of Burkina Faso.

For this project, INSA supplies videotapes, printed materials and suggestions for action projects. The Girl Scouts of America provide funds to buy text books for schools in Bousse, Burkina Faso. Purchases of the textbooks in Bousse help the local economy and reinforce the role of the Jumelage Pour le Développement de Bousse, the Burkinabe who documented and expressed the need for this project. They coordinate this effort in Burkina Faso and supervise the acquisition and distribution of the textbooks.

A similar project purchases school library books in Haiti. And in India, Girl Guides teach villagers about oral rehydration therapy with hand puppets made by U.S. participants.

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ising programs. In describing the development education program's emphasis on providing the motivation, resources, and tools to help local YMCAs integrate international issues, Diamond emphasizes "We must make absolutely sure that we do not design something for someone else." He says his program is most effective "when someone in the community comes to us." (Editor's Note: see "Institutionalizing Development Education", page 21.)

The American Association of School Administrators, a group for whom long-term thinking is a luxury because they "still have to run the bus system every day," has found that its development education program also benefits from "letting districts make their own choices." According to Martha Bozman, even though the project was designed to develop models by working in test sites and transferring experience among school groups, the impact is stronger

"when each district goes through an experience and thought process."

Telling Them What To Do

In yet another seeming contradiction, many grantees also report being surprised by the extent to which people wanted to be told in specific terms what they were expected to do. Some wanted to find ways of getting involved in development or in development education in an ongoing way. Others simply wanted to know what they could do before getting on with their regular lives.

Thus many projects found themselves addressing the question of what individuals, organizations and communities could do to affect Third World development issues. As noted earlier, for INSA this resulted in a major shift in program emphasis. Their development education program begins with offering traditional service groups the opportunity to get involved in an overseas proj-

ect. Materials and workshop presentations are geared to show what Americans can do to affect developing countries. "There is a real difference, says Ellen Wright, "between someone who writes a check for 'We are the World' and someone who takes time to put together kits or make puppets for an overseas education program."

Others found precisely that their audiences wanted to be able to "write a check" or make a contribution. Yet few grantees offered audiences the option of making a contribution to their agency's work. Because they were receiving government funds and because of their own sensitivity to keeping their education work separate from organizational fundraising activities, even grantees with long-standing overseas programs consciously resisted the opportunity to promote their organizations' work. In retrospect, some grantees feel this was a case of being overly cautious, that audiences and development agencies could

INSA . . .

A Hands-on Approach to Development Education

INSA prefers to work with groups that have good communications networks, are service-oriented and seek an international linkage. When groups bring their organizational agendas to an INSA project and experience success and accomplishment, a continuing productive association is a predictable result. The Atlanta School for the Deaf has worked with INSA for two consecutive years. The Georgia Federation of Women's Clubs has worked with us for over five years. We continue to focus our efforts on youth and adult service organizations in both the U.S. and the developing nations, for wherever they live, youth and young adults have a natural affinity for the idea of helping people help themselves.

With our "awareness-to-action" premise, children and young people learn that they need not wait until adulthood to be active in sustainable development. The Northwest Georgia Girl Scouts, for example, have earned Global Understanding patches using INSA's action projects to fulfill their service requirements. Girl Scouts in over thirty states supply pre-school supplies to a Girl Guide children's center in Haiti and contribute construction funds for a well and hand pump at the National Girl Guide Headquarters in Burkina Faso.

Adults select their own action projects. U.S. groups examine the issues of development, select and learn about a developing nation and choose an action project. The National Extension Homemakers Clubs are beginning their second year using INSA projects as the focus of their international emphasis. Some of the homemakers purchase goats and support farmer-training classes. Many clubs package embroidery sup-

plies for women's craft cooperatives in West Africa; the participants from the Africa side plan and communicate project ideas, learn various skills, produce marketable items, generate income, and improve the roles of women.

In support of these action projects, INSA produces both print and non-print materials. Many of these, such as country booklets and our goat video, are generic. Often, however, we tailor materials to be group-specific; our curriculum entitled "...And My World," prepared to support our work with the National 4-H Council, is one example. Similarly, a new video, "Global Understanding Projects," promotes Girl Scout/Girl Guide action projects.

The Message Returns

The impact of direct personal in-

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have mutually benefited. (Other grantees report a similar change of heart in terms of how they dealt with the public relations aspects of their projects, arguing that they were so concerned with keeping their projects "pure," that they did not give their agencies adequate visibility and credit for the development education materials and programs.)

Most grantees struggled over what meaningful activities to offer. Even where grantees were clearly committed to promoting action, rather than merely raising awareness, they often were not specific about precisely what action to advocate, wanting to leave that determination to local groups. Yet those groups frequently wanted guidance and ideas. As Anita Mermel put it, "Community people were much more creative and energetic about putting together workshops or conferences than about determining what they could do overseas." Says Joan Joshi, former project director for the Consortium for International Cooperation in Higher Education (CICHE), "Even university faculty kept asking what I wanted them to do. I was surprised at how much they simply wanted to be given a teaching unit."

Those relatively few grantees that have maintained a long-term and sustained involvement with their original target audience have found that the demand for new and different forms of involvement increases over time. The Credit Union National Association, which still has 126 actively involved development educators out of 193 trained in 7 years, finds that those people continually want additional means of getting involved. Says project director Barbara Main, "They have learned about and taught development. Now they want to go and do development."

The question of just what people can do about what they have learned remains a troubling one for organizations focused on raising awareness as well as for those whose objective is to promote action.

With partial support from the Biden-Pell program, The End Hunger Network recently produced a handbook offering specific ways in which individuals can learn more about, or donate time or services to, a variety of issues. Along with a similar guide published by "Seeds" magazine, it can be used by development educators in a variety of ways to address the question of what happens next.

Training to Educate

A number of projects had the express purpose of training a group of people to become educators about development. The clear purpose of the projects was not to raise broad public awareness or to stimulate action, but to create a cadre of committed development educators who would then impact on the wider public.

These projects differ from others in that they provided in-depth, intensive exposure both to development issues and to pedagogical techniques, and in that they tended to require a prior commitment from those receiving the training to do something specific afterward.

How did these grantees get 20 to 30 people at a time to participate in week-end, or even week-long, training sessions? There is no common pitch or theme that grantees used. Rather, it appears that in each case the program — and the commitment it required — was so precisely matched to the needs, interests, and concerns of those it was trying to recruit, that it did successfully draw volunteers to participate.

The Credit Union National Association (CUNA), for example, which requires participation in a six-day training session (no exceptions are made), both drew on the strong feelings of pride credit union employees have in their movement, and offered professional training that would assist in career advancement. (Editor's Note: See "Credit Union Volunteers: Committed to Development Education," page 13.)

The American Forum for Global Education brought together teacher educators for a week-long seminar on developing-country issues and curriculum design. In addition to expert academic presentations, the seminar also offered simulation exercises and serious discussion of the moral/ethical issues

. . .key in these programs is the close match between the professional and personal objectives of the target group and the way the program was presented.

implicit in the development debate, proving, according to project director Willard Kniep, that "academics do respond to hands-on learning experiences."

The American Jewish World Service (AJWS) conducted week-end seminars to build leadership groups in particular communities who would design and carry out ongoing development education programs through the synagogues. The initial message, as described by project director Laurence Simon, was that Jews "are a people who have suffered, so let's put aside all political issues and listen quietly and intently to other people's suffering and pain." But, he says, the seminars quickly moved beyond that to "analyzing the root causes of poverty." (Editor's Note: See "American Jewish World Service Trains Grassroots Leadership," page 24.)

The tone and feel of each of these programs was very different, although they all focused on the connections between their own particular community and the Third World. Each spoke directly to the people it was trying to reach and would not have been effective in any other setting. Each did an outstanding job of first drawing people into the program (no small feat in itself, given the amount of time the training required) and then keeping them engaged in the business of educating others about development.

Development Education Annual 1989

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These programs required the participants to develop very specific plans for taking development issues to their peers (in the case of CUNA), their institutions (in the case of The American Forum) and their communities (in the case of AJWS). Moreover, grantees provided personalized technical support to the individual educators after the initial program — support that was designed to match the needs and particular situations of the development educators.

One cannot conclude from these experiences whether intensive training of the type offered by these programs would work in other settings. What appears to have been key in these programs is the close match between the professional and personal objectives of the target group and the way the program was presented. Other grantees that have trained people to become development educators have not reported similar commitment. But they are either in the early stages of a project or did not make similar investments of time and training.

Development Education in the Schools

Another subgroup of projects are those whose purpose was to bring the concept of development to the primary and secondary schools, usually by developing materials and training teachers in the use of those materials. These projects are as varied as the whole Biden-Pell program itself, with some initiated by development organizations that wanted to get their issues into the school, others by education groups wanting to broaden their discipline to include international issues, and still others by outside sources with expertise in communications or some other field. Some projects were aimed at individual teachers, others at school systems. Most did not advocate new courses, but provided supplementary materials for incorporation into existing courses, including social studies, home economics, marketing, jour-

INSTITUTIONALIZING DEVELOPMENT EDUCATION AMONG LOCAL YMCAs

By Rosemary Philips

**From an Interview with
Michael Diamond, Associate Director,
International Division, YMCA of the USA**

Since 1980, the YMCA of the USA has made a concerted effort to decentralize its international programs and to encourage each of the 2,700 local YMCAs in the United States to get involved with YMCAs in other countries. In doing so, the National YMCA focused initially on educating the local U.S. YMCAs about development issues and problems in the Third World, through publications, seminars, speeches, etc.

The National YMCA soon found, however, that people responded not by wanting to get more involved, but either by feeling depressed about what they perceived as a hopeless situation or by simply giving money to soothe their consciences. To address this problem, the YMCA in 1986 combined its development assistance and development education programs into a single program area called development cooperation. The objective of that program is to move local U.S. YMCAs from compassion to action, and to help them recognize the parallel between local and non-U.S. issues.

The overall purpose of the YMCA Biden-Pell development education program, initiated in 1982, is to institutionalize development education among local U.S. YMCAs. The Biden-Pell grant supports all three emphases of the YMCA Development Cooperation program as they relate to development education.

The Development Cooperation program aims to go beyond educating about development and lead people from education to action. It has three main emphases: 1) to encourage local YMCAs to develop active partnerships with other countries, 2) to integrate development issues into ongoing YMCA programs at the local level, and 3) to help local YMCAs develop new initiatives and program areas.

Partnerships. The highest goal of the Development Cooperation program is the establishment of partnerships between two or more YMCA associations. To date, only 149 YMCAs in the United States have partner relationships. The National YMCA offers seminars designed to encourage local YMCAs in this direction. These seminars include information about a particular country of interest and the problems or issues that confront it, information about how the YMCA in that country is addressing those problems or issues, and concrete suggestions about how the U.S. group could get involved.

Ongoing Programs. The second area of emphasis has involved developing new materials and resources related to development that local YMCAs can incorporate into existing programs. Particularly successful are the

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nalism, geography, and other courses in both primary and secondary schools.

Many of the organizations producing curriculum materials found that they spent the largest part of their grant period in the production of materials. Without experience in curriculum writing, and particularly the development of accompanying audio-visual materials, time was lost in finding people who had the right combination of knowledge of the issues and expertise in curriculum writing. Even grantees who knew the education field expressed surprise at the amount of time it took to "test, edit and prepare" instructional materials.

With respect to dissemination, organizations that either had established channels with educators or knew the education field well had the least difficulty in gaining entry to school systems and teachers. As one project director who

did not have such information concluded, "Before sending something into the school system, you need to know more about when lesson plans are being formed and the politics of the school system. You need to be able to identify the gatekeepers in the system." Among the things that would have helped this project acquire the information it needed would have been a "feasibility study of the target audience, an advisory board composed of representatives of that audience, or cooperation with another organization familiar with that audience." Another project director commented, "You must connect with someone that has the outreach mechanism."

The joint project between the Pan American Development Foundation and the Distributive Education Clubs of America is an example of this kind of teaming of knowledge, experience, and contacts. With their shared interest in bringing information about micro-enterprises in Latin America to U.S. high

school marketing students, each brought different strengths, but both institutions were involved throughout the project. According to DECA project director Ed Davis, "PADF knew the subject matter. We understand the audience and what it wants." Both institutions say that whatever differences they had were ultimately resolvable and that the end result was stronger and more effective than if either had done it alone. Nevertheless they ran into serious production difficulties along the way and strongly advise that video crews and other production resources be located nearby and not scattered across the country.

WETA, which produced a teachers guide to accompany its television production "Global Links," used a number of experts before concluding that journalists or script writers "who know how to write" can learn the content better and more quickly than experts can learn to write school-appropriate material. Like most such projects, they used an

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modules being developed for use in day care programs, in model United Nations programs, and in environmental education programs.

With two million children, the YMCA is the country's largest single provider of child care and therefore an effective avenue for educating young children. Not all YMCA centers use the development module because, like child care workers everywhere, some YMCA providers are overburdened with daily tasks and have not found the time to learn how to use new ideas. However, many have welcomed the opportunity to include "innovative new ideas into the curriculum."

The model United Nations program is one of the most popular YMCA programs. The inclusion of international development issues is proving to be an effective way to reach young people, particularly when local technical expertise is involved to ensure continuity. Among the groups that cooperate with the local YMCAs are

universities, United Nations Associations, and Returned Peace Corps Volunteers.

The seventy-five outdoor environmental education programs operated by YMCAs in the United States with local school districts provide yet another way of reaching young people. In recent years, programs have broadened from the study of local ecosystems to include such developmental concerns as pollution, acid rain, deforestation, sustainable agriculture, water and waste management, etc.

New Opportunities. In many cases, even once training and modular materials have been provided, the staff of local YMCAs have neither the time nor the resources to incorporate development issues into their programs. A matching grants program therefore provides up to \$5,000 to local YMCAs to help them make concrete steps toward internationalizing their activities.

What all of these efforts have in common is that they put the burden of implementation on the local groups. The

national office provides tools, resources, encouragement, and training, but the initiative and the implementation must come from the local YMCAs themselves. Of particular importance is the very personal nature of the contact that the national office has with the local YMCAs. The national staff does "a lot of homework initially" to determine the correct approach in dealing with each local group.

While the national office actively promotes the development cooperation concept and encourages local groups to develop international activities and programs, it actually works best when someone in the community seeks help in internationalizing their programs. The next most effective way is when someone at the top of the local YMCA makes it a priority.

The approach taken within the YMCA is consistent with its mission. Everything done is laden with values, which makes it fairly easy to focus on development. Moreover,

the emphasis on activities rather than education is also consistent with what people have come to expect from the YMCA. The goal is to make development more real to people. Whether it is the CEOs of local YMCAs, program directors being offered modular units for incorporation into existing programs, or young people attending Outdoor Environmental programs, people can literally take action right away.

Ultimately, the success of local YMCAs internationalizing their programs encourages other YMCAs to become involved, and leads to an institutionalization of development education.

advisory board of "development experts, scholars and academics" to advise on the content and ensure accuracy.

Despite difficulties encountered both in materials production and in dissemination, more than with any other audience, project directors report that there is a "hunger" for material on international issues. Educators recognize that the world is getting smaller and that students need to be prepared both professionally and personally to cope with the consequences of interdependence. And project directors say it is an "exhilarating" experience to see how responsive and enthusiastic kids can be. Most projects found that they eventually could barely keep up with the demand for materials.

At the same time, the fact that demand outstrips supply is more a reflection of the small amount of staff and material resources on Third World issues than of a massive penetration of those issues into primary and secondary schools. Several projects report that they work almost exclusively with teachers who come to them — that is, teachers who are individually making the decision that Third World issues and U.S. connections to those issues are important and need to be part of the classroom experience. But even where thousands of copies of a curriculum are distributed, there are many more teachers and classrooms not affected at all. There are more than 102,000 primary and secondary schools in the United States. To distribute two, three or even five thousand copies of a curriculum is to barely make a dent in the number of classrooms that need to be reached.

Some school-related projects have focused on achieving systemic change. But these have generally involved working with an even smaller number of people, developing pilot or demonstration activities. As one project director commented, "Achieving systemic change is the ideal, but it requires a tremendous amount of staff and support." Several others noted that three years, the usual length for such a project, is not enough time to bring about lasting change in schools.

These issues raise important questions about the best means of reaching schools with information about development issues. Should efforts be focused not on introducing supplementary materials, but on working with textbook publishers to change basic core materials? Should projects working on systemic change be operating on much longer time frames? Or, given the excitement they generate, should there simply be many more demonstration programs to show how development issues can be integrated into a host of disciplines?

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AMERICAN JEWISH WORLD SERVICE TRAINS GRASSROOTS LEADERSHIP

Laurence Simon

Laurence R. Simon was the founder and first President of the American Jewish World Service. He administered the AJWS Biden-Pell program at that time, which is the subject of this article. Simon is currently the President of Grain Protection International, a non-profit development agency specializing in reduction of post-harvest losses. He is on the Board of the Hesed Institute for World Development.

The purpose of the American Jewish World Service (AJWS) Biden-Pell development education project L'Chayim (meaning "life") was to institutionalize development education in synagogues and the Jewish community around the country. The program identified, recruited, trained and supported a voluntary leadership of development educators who, in turn, made a commitment to working actively in their communities to raise awareness of development issues.

The most successful outgrowth of project L'Chayim, although unintended, is the establishment of the Hesed Institute for World Development and of local Hesed centers ("hesed" in Hebrew means "compassion" or "empathy") around the United States. This Hesed movement marks an important beginning for a truly national mobilization within the Jewish community for sustainable development education and action on world poverty and hunger.

The development education program was the first to be conducted through the synagogues. Seeking individuals with the interest and motivation to remain involved for an extended period of time, it gave them an intense week-end of training, and tried to leave in place a loose structure that the community could build on.

Those who got involved understood

from the start that they were being asked for an ongoing commitment. The invitations stressed that they were not being invited merely to an interesting week-end, but that the seminar would provide grounding for a plan of action.

The message of the week-end training session was targeted to the particular audience, focusing on why development is of intrinsic interest to the American Jewish community. The initial appeal was built on the historical fact that the Jewish people have suffered, so they should put aside all political issues and listen quietly and intently to other people's pain and suffering. This was an effective beginning for the particular audience, but it was important to get beyond this emotional appeal and to focus on understanding the underlying social, political and economic causes of poverty. People were "hungry" for ideas and analysis.

The seminars, which were conducted in more than ten communities across the country, were always city-wide events, involving multiple synagogues and other Jewish groups, including colleges, B'Nai Brith centers, youth groups and others. The week-ends helped already motivated people to develop the tools and the confidence to design and carry out activities in the community.

After the week-end, participants generally were eager to continue the momentum. The specific character, style and content of the follow-up programs varied by community. AJWS soon found

that it could not centrally determine what kinds of development education activities each group should carry out. At the same time, they found that it was essential for AJWS to remain in close communication, and to provide support and encouragement.

Before the end of each seminar, participants were required to have a plan for follow-up action in the community, including a firm date for when the next meeting would take place. It was important for there to be rapid follow-up, both in the community itself, and by AJWS staff in maintaining contact with the designated liaison person.

To help the communities implement their development education plans, AJWS offered small grants that required recipients to raise matching funds in the community itself. These mini-grants greatly encouraged the creativity, scope and variety of the local development education activities, as well as the group's organizational abilities.

The local Hesed centers were created by leaders who emerged through the Biden-Pell program and who were anxious to learn more about, and relate to, the issues of international development within the context of the Jewish identity. Their interest and commitment went beyond the education commitment they had made to seriously pursuing in-

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Development Education Resources

One of the most common laments among development educators is that there is not enough sharing of materials, that they are too often "reinventing the wheel." As one former project director commented, "One of the saddest things is that there are some really great materials that are not being used. There is not enough cross-fertilization."

It is an honest lament, sincerely expressed. And in fact, a large body of publications, slide-tape shows, and videos have been produced. A listing of these has long been available through the Biden-Pell office, and in 1988 The American Forum for Global Education was awarded a Biden-Pell grant for the express purpose of "identifying, analyzing and describing" existing development education resources and mak-

ing them available through an electronic database and various resource guides.

Many grantees were not aware of the large variety of materials that already existed and simply proceeded to produce their own. But even those grantees that systematically reviewed existing materials almost invariably came to the conclusion that they still had to produce their own piece or pieces, designed for the specific audience they were trying to reach. This was not simply to put their institutional stamp on the material. As noted earlier, many grantees were in fact reluctant to promote their organizations through their educational programs. Rather, it was yet another reflection of the careful emphasis that successful grantees put on finding the right message for their particular audience and communicating it in the most appropriate way.

Among the considerations that went into people's decisions to produce new

materials were the following: Were existing materials the right length? Did they strike the right tone? Were they too glossy? Too plain? Too detailed? Too simplistic? And most importantly, did they carry the most relevant message for the particular audience? As Michael Diamond, Associate Director, International Division, YMCA of the U.S.A., puts it, "We have to tailor our presentations for every single audience. We do a lot of homework initially to make sure we get it right."

There is no clear consensus about the relative merits of different kinds of products. Even groups dealing broadly with similar audiences differ in their views of what works. Some feel that an interesting, fast-paced video is essential. Others feel that the high cost of producing videos or other audio-visual materials cannot be justified. Still others say that while such materials are nice, it is far more important to "have something for people to take away."

AJWS...

depth study of the causes and potential solutions to underdevelopment.

The long-term goal of the project was to reach the emerging Jewish leadership with the message that development is of intrinsic and important concern to American Jews, and to involve that potential leadership in educating their colleagues, peers, and the general public on the issue. As such, the focus on the Jewish experience -- and the need to involve strong Jewish spokespersons -- were particular and unique to the project. But the general approach of tapping an emerging leadership and developing a message that matches closely their interests, concerns and backgrounds could work for other groups as well.

Three lessons that emerged from the experience of training grassroots Jewish leadership for development education are:

1. People want to feel connected to a national organization. Even with some training, people often do not have the knowledge, confidence, contacts, overseas experience or skills to run an independent development education program without ongoing encouragement, information, analysis and measures of progress. They want to be part of a larger network from which they derive both identity and support.
2. There is a difference between teaching "students" and teaching "teachers." Development education programs whose purpose is to train others to become

development educators must not reach merely to those who are interested in their own personal education, but to those who are potential leaders, i.e., those who can engage a community and extend that community's natural caring for their own to a caring for those who are distant not only in miles but in culture.

3. If they are to be sustainable, programs must have local autonomy. Although ongoing support from the national organization is essential, if programs are to have an impact on the community, they must assume responsibility for their own success or failure. Decisions must be made at the local level.

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Similarly, there is a wide range of views on whether materials, particularly for schools, should be corporate looking and "glitzy" or low-budget, reproducible, and inexpensive to buy.

Where projects involve workshops, conferences, and seminars, materials are needed to promote these particular events. Where they address a particular sector, rather than the general public, the connections between that sector and developing countries need to be clearly drawn. And where they involve collaboration among key organizations, the participation of those organizations needs to be highlighted.

For a variety of substantive and public relations reasons, then, individual projects will continue to — and probably should — produce at least some of their own materials. Very few products lend themselves to wholesale use by other projects. But much could be done to

build on each other's experience. The research and development time behind each product need not be replicated in every instance. As former CARE project director Elizabeth Waldstein-Hart said, "We should use each other's materials as background, even if we then produce specific material for particular projects or organizations."

Waldstein-Hart argues that next time she would not produce a glossy in-depth all-purpose packet of materials, but would instead produce much simpler materials designed for each specific group participating in the project. These would not necessarily be different in substance, but would give each participating organization, and therefore each target audience, clear identification with the project.

Similarly, project director Ellen Wright says that INSA has gradually moved from producing "very group-specific materials" to more generic materials.

"As time has gone on, we have learned to massage existing resources." In some cases, this means using the same document or video for other audiences than that for which they were originally intended. In others, it means making minor adaptations of style or presentation, but not necessarily content.

"As time has gone on, we have learned to massage existing resources."

Whatever decisions are made about the physical production of materials — and most project directors feel strongly that they need materials designed specifically for their audience — it is quite clear that in terms of the intellectual content of their materials, development educators could considerably shorten their materials development cycles by studying one another's products and then using and adapting them as needed.

Many grantees felt after the fact that much of what they produced was too long and complex for what they were trying to do. In general, both audiovisual and print materials are perceived as "too detailed," "too jargony," or "trying to do too much." As projects evolve, grantees learn to simplify their presentations. Clearly, new projects could shorten this learning time by studying the experience and materials of previous projects.

One of the most valuable resources available, according to projects that have used them, are spokespersons from the Third World. These need not be experts or political leaders flown in at great cost, but can be foreign students at local universities, foreign journalists, or other foreigners residing in the community.



Photo Courtesy: United Nations
One success of development education efforts has been to draw attention to the role of women in farming, particularly in Africa. This effort succeeded not only in educating Americans, but influenced the way program activities have been carried out in Africa.

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Often it is the first time they have been asked to address a local American audience. They like the opportunity of sharing their ideas and experiences, and American audiences love the personalized approach to development issues. According to Lee Mullane of Save the Children, using Third World speakers "breaks down stereotypes. . . and shows that much is being done that is positive." It is, says GTC's Diane Lowrie, "a real winner."

Here, too, one must exercise caution and judgment. Says Carrol Joy, who directed the development education project for Impact on Hunger, "Just getting Third World people and turning them loose is not the answer. The standard has to be the same for Third World people as for anybody else. They have to have communication skills, and they need training to prepare them to speak to a particular audience."

Evaluating Development Education

How effective are development education projects in the immediate instance and over the longer term? This is in some ways one of the stickiest issues related to development education (as it is for any educational effort) and yet it is one that many projects have barely addressed.

A number of projects, particularly the earliest grantees, did not undertake any effort to monitor whether their activities had any effect on the target audience. In recent years, the most common pattern of assessing impact seems to be to collect written evaluations of materials and programs at the time they are disseminated or conducted. Sometimes these involve testing immediately before and after the particular program or event, in order to compare changes in attitude or knowledge. Much less frequent is a systematic attempt to measure at some interval after the initial educational experience what impact, if any,

it has had on either attitude, knowledge or actions.

This lack of systematic evaluation does not mean that grantees are unaware of, or indifferent to, the need to assess how effective their programs are in either the short or the long term. For many, it is simply a question of not having the background or skills to conduct a more rigorous evaluation; for most, it is a question of cost. People perceive that there is a trade-off between resources devoted to project activity and those devoted to evaluation. As one grantee said, "I believe in evaluation. But as a project implementor, it is frustrating. It doesn't contribute to the project."

Many grantees stress that while they may not have rigorous, formal methods of evaluation, they are constantly engaged in an intuitive and informal assessment of how things are going, of getting feedback from those involved, and of incorporating new ideas and approaches as a result. They stress that many of the things that have worked best have in fact been difficult to quantify — they can point to the fact that "something is happening," but may not be able to prove it.

Yet many grantees acknowledge that better and more accurate evaluations could be obtained by using an independent evaluator not associated with the project. They note that it strains personnel resources to include evaluation among the project staff's responsibilities, and that it is inherently difficult to be objective in evaluating oneself.

In her 1988 assessment of the Biden-Pell program as a whole, Carrol Joy examined the effectiveness of project evaluations and made a number of recommendations for improving the individual and collective evaluation capacities of the development education community. She concluded that the Biden-Pell program in particular, and development education generally, had reached the point "where a long-range evaluation plan is both possible and needed." Both grantees and grant-makers, she noted, have discovered "how complex and long-term development education really is — with the result that it takes intense and ongoing work to identify what is and is not successful." This suggests that improved methods of evaluation are not just the responsibility of individual

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WHY EDUCATE ABC PERSPECTIVES FF

An Interview with Senator Nancy Landon Kassebaum (R-Kansas)

Nancy Landon Kassebaum is a U.S. senator (R) from Kansas. She chairs the Senate Foreign Relations Committee on Sub-Saharan Africa; and is a member of the Banking, Housing and Urban Affairs and of the Labor and Human Resources Committees. She was interviewed for a video on development education being produced by NCoDE, at the International Development Conference, February 20, 1989. Senator Kassebaum chaired the opening dinner, "Development Challenges for a Future Which Ought To Be."

DEA: Senator Kassebaum, do you think it is important that Americans know about the problems facing the developing world?

NK: Yes, it is important for us to understand the problems and the challenges of the so-called "Third World" — I don't even like to use that term. These nations are moving into a new century. They are establishing institutions and the capacity for production, processes which we have already gone through. It is important for us to understand the political and economic challenges they face — because these also affect us, both as human beings and as Americans. We are personally concerned about the tragedies, like famine, that wipe out large numbers of a population. At the same time, we are concerned about the relationship between our nation's economy and those of the developing world.

DEA: Very few of us are in touch with U.S. agricultural populations to the degree that you are. What do your constituents think about the plight of the Third World?

NK: Because of a common reliance on agriculture and trade, Kansans have always understood the importance of our relationship with the developing countries better, perhaps, than either the

East or West Coast. The significance of foreign assistance and development is not totally alien to my constituency. They know how important it is to sell wheat abroad and to have good agricultural practices. The relationship, on the whole, is quite strong.

DEA: How well do you think most Americans understand the developing world's problems and our foreign aid programs?

NK: Most have a hard time understanding why we should spend money on foreign assistance when we have our own problems at home. They fail to see that foreign assistance often leads to job creation in this country. After all, healthy economies abroad enhance our export markets in the United States.

It is a double-edged sword, though. While U.S. assistance has benefited many countries, it has also created some dependencies that are not healthy for the developing countries in the long-run. The goal, then, should be to achieve a balance, so that, for example, as we encourage the use of drought-resistant grains, irrigation, and efficient agricultural practices, we hopefully end a dependency on our grain. I say this as someone who likes to sell as much wheat as possible.

What is not clearly understood in this country is the very delicate relationship that exists between the United States and the rest of the world. It is tragic that many adults as well as children do not have a keen sense of world geography, or an understanding of the impact that countries have on one another.

We are a very generous, caring people in the United States and when there are people suffering, we will do anything we can to help. But I do not think we sustain these efforts long enough. We need to help the developing countries develop not only the institutions that may be important for dealing with turmoil, but also the education systems that will enable people to become independent. We want to help, we want to care. When there are big headlines we are all set to do what we can. But we are not always patient enough. As soon as the headlines change, we tend to forget, to assume that it has been addressed, or to move on to some other area of the world.

DEA: You mentioned responding to disasters in the Third World. Because disasters are what we hear most about on our media, there is a tendency to think everything in the developing world is terrible, nothing is working, and things are not getting any better. Could you address this perception?

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JUST DEVELOPMENT? FROM CAPITOL HILL

An Interview with U.S. Congressman Donald J. Pease (D-Ohio)

Donald J. Pease is a member of the House of Representatives (D) from Ohio and of the House Ways and Means Committee. He was interviewed for a video on development education being produced by NCoDE. The video was taped at the February 1989 International Development Conference where Representative Pease was a panelist in the discussion, "Dealing with Debt Burdens: Options."



DEA: Congressman Pease, do you think Americans should be learning more about the Third World?

DP: I think it is terribly important that every American citizen learn more about the Third World and the problems of the Third World. First of all, considering the interdependent nature of the whole world, we simply cannot afford to be isolated. Beyond that, the United States of America is a democracy. Congress and the President respond to the wishes of the American people; and we cannot fashion and enact policies in Congress which deal with Third World problems if we do not have a base of understanding and support on the part of the constituents who send us to Washington.

DEA: To what extent do you think that the education of American children needs to include learning about the rest of the world?

DP: It is imperative that American elementary and high school children learn as much as possible about the whole world. We will be ill-preparing them to function in the world that they will face as adults — ten, twenty, thirty, forty years from now — if we do not give them the knowledge of what is going on around them, what the geography of the world is, and what the eco-

nomie factors are which tie their lives and their future welfare to those of the Third World populations.

DEA: What do you think Americans need to know about the impact of Third World poverty on the United States?

DP: I think any concern about poverty in the Third World and its relation to the United States ought to start off from a humanitarian point of view. We Americans have traditionally cared about other people, and we certainly care about other Americans. Nowadays, we are in a world environment; we simply cannot contain what is going on in our country and put up a barrier to what is going on elsewhere. If for no other reason than humanitarianism, we have to care and care a lot about those people who are sick and poor and hungry in other countries.

There are also practical reasons for caring about conditions in the Third World. The population of the world is growing by billions every decade or so, and we in the United States cannot put walls up to keep everybody out. There is a lot of concern about illegal immigration, but as people around the world are hungry and poorly housed and live miserable lives, we are going to have more immigration into this country whether we want it or not.

Beyond that, our fortunes as a people are tied to our ability as a people to sell American-made products overseas. We can only do that to the extent that people overseas have money to buy our products. Hunger and development for the Third World go together. When we help Third World countries develop economically to the maximum degree that they can, we give them opportunities for better nutrition and health care, as well as opportunities to buy the products that we make in the United States. In that sense, all of us benefit.

DEA: How can we, as Americans, better understand the United States' stake in Third World development and how its problems — its massive debt, for example — affect us?

DP: Many Third World countries have borrowed a lot of money from U.S. commercial banks. Those countries are having a difficult time repaying those loans, and that means, essentially, that they are having to deprive their own citizens of health care and food and better housing in order to meet the interest payments to the U.S. banks.

In addition, those countries are having to export all they can and restrict imports in order to conserve foreign exchange. That means that many potential markets for United States products are

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NK: Working with developing countries is a challenge that can be both exhilarating and frustrating. My foreign relations committee is Sub-Saharan Africa, and many times I see two steps forward and three steps backward. You have to be able to keep the goals in mind, and recognize that there is progress, but it takes consistency and it takes dedication over a period of time in order to establish some beachheads.

I think we have changed our guidelines on assistance. There was a time when we had the enormous, costly projects. Then we went to such projects as individual, manageable wells, and other

small agricultural efforts. Now, as Ambassador Alan Woods said, we are at a crossroads. Promoting development is no longer enough. We need to help developing countries establish the institutions that will sustain the changes — legal institutions, schools, medical facilities. And we need to pay more attention to cultural aspects of the developing countries we work with.

The more we coordinate with other donors, the more constructive the programs will be. It is not just the United States alone or West Germany alone or the Scandinavian countries alone; we are all in it together, trying to achieve some long-lasting results. There is a positive goal to be had, both for the



Photo Courtesy: United Nations
countries we are working with and for ourselves. But we must be patient, and if a project does not work, we must be willing to discard it and try again.

PEASE...

largely closed. As a result, Americans in towns and cities all across the United States are losing jobs because we do not have those export market opportunities.

DEA: *How knowledgeable are your constituents about Third World issues?*

DP: I find my constituents are knowledgeable in a very general way. They know that there are a lot of Third World countries, that there is a debt crisis, and that there are hunger problems; but most of my ordinary constituents do not have a knowledge of specific countries. They do not always understand the connection between what goes on in Third World countries — or does not go on — and the welfare of American citizens in the United States. I think it is that connection that we have to draw if we are to come up with legislation which addresses the problems of the Third World in an intelligent, mutually-satisfactory, mutually-advantageous way.

DEA: *How do Ohio residents view the relationship between Third World countries and the U.S.?*

DP: Ohio is the fourth or fifth ranking state in the union in terms of its volume

of exports to other countries and jobs created from those exports. A lot of Ohio workers literally have their jobs today because of the exports we send overseas. Obviously, if Third World countries are unable to buy our exports, they will not do so, and Americans will lose their jobs.

Despite this, many Ohio workers have trouble identifying with workers in less developed parts of the world. They are concerned about competition, often unfair competition, from Third World countries. But the fact is that it is difficult for poorer countries to generate internal economies because the people often do not have enough money to buy the products made in their own countries. The only way for the manufacturers to prosper, then, is to export. Because of this, they are tempted to keep wages as low as possible, and to subsidize prices of exports, making it difficult for our manufacturers to compete. The lack of internal markets in the Third World, then, creates problems for us on the other side of the earth. It may be a little hard to follow, but that chain definitely does exist.

DEA: *When your constituents do not know much about development issues, or think they cannot do anything about*

helping other countries, does this affect your decisions in policy-making?

DP: Certainly. People call me Congressman — my official title is Representative to Congress. It is my job to represent here in Washington the views, concerns, and interests of the people of the Thirteenth District of Ohio; and I, like other members of Congress, go to great lengths to find out what is on the minds of my constituents before I vote on issues before the Congress. Whether members of Congress vote for a good policy or a bad policy will often depend on the extent to which they gauge the reaction to their votes back in their own states. If the Congressman feels that the constituents back home have a broad enough understanding of the underlying issues, and they are able to see where the Congressman's vote fits into the world picture, then the Congressman is much more likely to vote for an enlightened, effective policy.

On the other hand, if a Congressman feels his constituents know nothing and care little about what goes on in the rest of the world, then he or she may vote for short-sighted, ultimately self-defeating policies which make sense only for the internal U.S. market and not for the world as a whole.

THE STATE OF RESEARCH IN DEVELOPMENT EDUCATION: Creating a Collaborative Agenda

Steve Arnold & Kathy Selvaggio

Dr. Steven Arnold is the Director of the International Development Program of the School of International Service, The American University, where he teaches courses in international development and development management. For the last several years, his research has focused on development education, and includes a recently completed analysis of development education in Britain, as well as a forthcoming study, with Kathy Selvaggio, on development education in the United States.

Kathy Selvaggio is presently associated with the International Labor Rights Working Group, and is a graduate student at The American University. She is also working with the Development Education Project, a collaborative undertaking of the Institute for International Research and The American University.

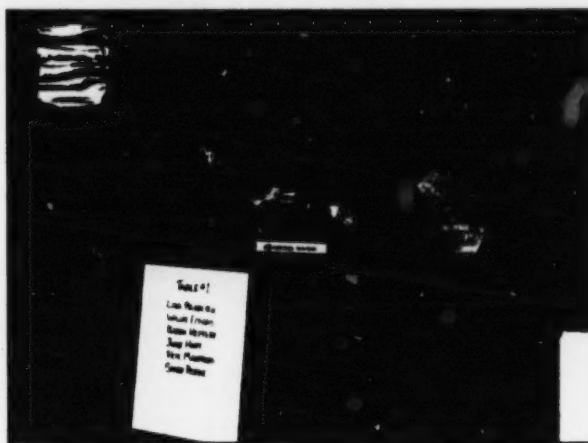


Photo Courtesy: U.S.A.I.D.

With the exception of some earlier pioneering efforts by individual organizations, development education as a widespread organized activity has emerged relatively recently in the United States, now having a history of about seven years. As development education efforts have become increasingly visible, there has been a rising interest in the role of research and its potential for strengthening these activities. An indication of this interest was the active participation at an ad hoc session on research that took place at the Development Education Conference in Baltimore in November 1988, which led to the creation of a "Development Education Research Network" that now includes more than forty members across the country. This was followed by a second ad-hoc session and panel discussion on development education research at the International Development Conference in Washington, D.C., in February 1989.

Participants' interest stemmed partly from the recognition that development

education has now become so established and widespread that significant research is possible. But more important was the consensus that research, if carried out collaboratively, can play an important role in helping to strengthen the development education community and its activities.

Properly guided research offers at least three potential opportunities. First, it can help to create an institutional memory, making information accessible to enable those throughout the development education community to know what is being done by various groups, to learn from each other's successes and mistakes, and to avoid spending time (and scarce resources) reinventing the wheel. Second, it may also allow those who have been immersed in the practice of development education the opportunity to take stock and reflect on their present activities and goals, and plan more systematically for the future. Third, the growth of development education is an interesting story; writing and disseminating this story can help to

strengthen the identity of the community, increase its visibility, and attract additional support.

One theme emerging from the conference sessions in Baltimore and Washington was that research, to be supportive of the development education community, must respond to the needs and concerns of those actively involved. This calls for close cooperation between researchers, practitioners, and audiences as well as for a broad and flexible definition of research. Research needn't be conducted by "experts" who stand apart, and it needn't confine itself to a narrow range of empirical methods. In fact, research can encompass a variety of activities that are already taking place in the development education field — though these may not ordinarily be recognized as research by those involved. With this in mind, the following discussion summarizes and categorizes some of the research-related work that has been carried out so far, and suggests some directions that research might take in the future.

STATE OF RESEARCH . . . RESEARCH ON "WHAT WORKS"

Given the hands-on nature of most development education activities, it is not surprising that much of the research-related activity has focused on "what works" in successful programs and strategies. While many of these efforts are tied to individual development education programs, their findings may prove useful to other groups who want to adapt them to their own programs. The following illustrates the range of research-related activities that have been completed or are currently in progress:

- Television producers in cooperation with PVOs held a series of focus groups and brainstorming sessions across the United States in early 1989 in preparation for "Breakthrough on Hunger," a five-part TV series and related educational activities scheduled for 1990. Facilitators used the results of these sessions to identify development themes to which the American public proved most responsive and models for conducting community education around the TV series (Martin & Glantz, 1989).

- The Public Agenda Foundation has conducted a series of research activities to test the effectiveness of development education messages and materials for a campaign organized by the U.S. Committee for UNICEF concerning child survival in the Third World. The research included six focus groups to investigate public views towards infant mortality, as well as pre and post campaign surveys of community leaders' attitudes towards the campaign. The results are given in a paper on "lessons learned" that could be applied to other public education campaigns (Doble, 1986).

- Several groups, including the Society for International Development/USA, have produced case studies of successful educational efforts at both the local and national levels, documenting their

themes, educational strategies, audience outreach methods, and highlighting their mistakes and problems (Society for International Development, 1988).

- The University of Minnesota is examining the study tour as a vehicle for development education by surveying five organizations which use this method. This will focus on how various elements of the study tour facilitate the link between personal experience and learning about development problems.

- Several researchers have derived general "lessons learned" from the combined experience of various development education programs on questions ranging from educational strategies, to targeting appropriate audiences, to organizational matters such as funding. Lynn Randels' widely known study (1984) draws lessons for the U.S. development education movement from other countries' experience, while on page 10 of this present volume is a study of the lessons learned from the experiences of Biden-Pell grantees (R. Phillips, 1989) plus several other case studies.

- CARE has elaborated a model for integrating development education into institutions, in order to build more sustainable development education programs (Rosenthal, 1988). Similarly, the CEO of Foster Parents Plan, drawing upon the experience of his own organization as a case study, has recently proposed twelve ingredients that are important to institutionalize

development education more effectively into an organization (K. Phillips, 1989).

- A number of researchers have worked collaboratively on a major project to determine the level of institutional support and capacity for introducing an international public education dimension within the Cooperative Extension System of the Land Grant Universities. The research indicated that although current support at the institutional level was somewhat limited, interest among field-level staff was relatively high, suggesting that this nation-wide network could potentially become an important resource for international education efforts (Andrews and Lambur, 1986).

- Within the U.S. Agency for International Development, the office responsible for administering the Biden-Pell grants has periodically initiated studies carried out by independent consultants as part of a regular process of review of the directions and content of its pro-

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grams (Kobes, 1984; Torney-Purta, 1988; Joy, 1989).

The emphasis on discovering "what works" has also received support from an InterAction program created to assist organizations to incorporate evaluation more systematically into their development education programs. Evaluation is itself largely a research exercise, and through training workshops and evaluation manuals, InterAction is helping practitioners develop skills in critical assessment and in clarifying program goals and objectives (InterAction, 1987a, 1987b). As a result, considerable evaluation work is underway, though there is as yet no mechanism for making the individual evaluation results available to the development education community. In a related area, earlier studies evaluating programs in the National Council of Churches also exist (Force and Whalen-Force, 1979; Trautler, 1982).

Focusing on "what works" is clearly

such as the nature of the messages communicated and whether it made a difference in people's attitudes or behavior. Similarly, without a sense of context, "lessons learned" from one case may or may not apply in another. To address these types of issues, research on what works can be usefully complemented by other research questions and approaches. The following section illustrates some of these questions, reviewing research that has already been completed and suggesting what would be useful in the future.

BASIC RESEARCH QUESTIONS

Conceptual Clarification: One of the first stages of research is conceptual clarification, which can help the development education community take a deeper, long-term view of itself and its goals. What, exactly, is development education? What is its purpose? Of course, the great energy and attention already devoted to these questions has contributed significantly to laying the

attractive to the development education practitioner since this offers the prospect of producing findings that are of immediate, practical value. However, the understandable concern with effectiveness, narrowly conceived, may overlook some important larger questions. For example, "what works" style evaluations tend to focus on issues such as whether or not the messages were delivered and the number and types of persons reached, rather than on the more problematic issues theoretical foundations of the field. The intensive coalition effort leading to the carefully worded *Framework for Development Education in the U.S.* is a major landmark in the establishment of a consensus concerning the definition and goals of development education (InterAction, 1984). The U.S. development education community has also benefited from the conceptual contributions of its colleagues abroad, including those of Robin Burns (1978), Pierre Pradervand (1982), and Reinhold Trautler (1982). Yet it is also true that a number of definitional questions remain. In his own inimitable style, Pradervand laments the tendency for the development education community to avoid clarification on key concepts such as "development" and the problems this causes. Drawing on the field of physics for comparison, he observes:

"Can you imagine, at the opening session of an international meeting of physicists concerned with subatomic particles, the chairman of the meeting saying, 'Gentlemen, the planning committee has decided that this meeting should strictly avoid any discussion — hence definition — of the concept 'particle'?' It would make the success of the meeting rather problematic, to say the least." (Pradervand, 1982).

This is not to argue that the ultimate goal is to force everyone to a common definition of goals and objectives — part of the strength of development education can be its pluralism. But increased clarity about these various views and goals is essential in order to identify ways in which the projects of individual organizations can complement each other to strengthen the community as a whole.

Social and Institutional Mapping: This relates to another contribution that research can make: mapping the terrain. Who comprises the development education community? What types of

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organizations, institutions, individuals and networks have emerged as the major actors? How has development education evolved over time, and what were some of the key precipitating events? What are the prospects for future growth? This type of research can be particularly helpful, not only to give the development education community a sense of identity, but also to describe the range of organizations and scope of activities and to show how the various pieces relate to one another. At least two existing studies provide descriptive accounts of development education organizations and activities in the U.S.: an early but still useful overview by Jayne Millar-Wood (1981) and a more recent report by an Australian aid official who sought lessons from the U.S. development education experience (Hunt, 1987). At a more analytical level, Larry Minear (1987) has attempted to identify institutional constraints on the expansion of U.S. development education, with particular attention to the private voluntary organizations. Several other pieces, though not written for the express purpose of describing

and analyzing the development education community, have broadly outlined its characteristics within other sectors such as the churches (Dickenson, 1983), and the formal education sphere (Joy and Kniep, 1987).

Our current research suggests that this work could be usefully extended through more systematic mapping and analysis, including a clearer picture of the variety of institutions involved, the approaches they are using, and the ways in which they link (or could link) with others in the field. Aside from making practitioners more aware of their role in the larger community, this research could have direct value in promoting networking. For example, a wide variety of activities that could reasonably be called development education appear to be taking place along parallel lines but in separate sectors, often with little or no connection to each other. Since there is growing interest in the possibility of collaboration between, say, the private voluntary and the formal education sectors, or between the environmental groups and churches, it would help these respective groups to comprehend the

character of development education in other arenas. And as development education campaigns involve closer collaboration with European and Third World counterparts, research might identify ways in which U.S. organizations could relate effectively to institutions worldwide.

Potentially useful sources for description and analysis of the development education community are inventories and catalogs of organizations active in the field, their activities, and the materials they produce. Although the primary purpose of such catalogs is to facilitate networking and information-sharing, they also serve as depositories of data which might be mined by enterprising researchers. Most significant in this regard is *Who's Doing What in Development Education: A U.S. Development Education Directory* (1988), published by the United Nations Non-Governmental Liaison Service (NGLS). The directory, which The American Forum for Global Education is now planning to update, expand, and computerize, contains information related to the size of development education

RESEARCH IN PROGRESS

Steve Arnold and Kathy Selvaggio are investigating the different types of groups involved in development education and the prospects for increased collaboration.

Elizabeth Andres Bejarin is carrying out research on study tours as an approach to development education for her master's thesis at the University of Minnesota, Department of Adult Education and International Education.

Carrol Joy is involved in a study for The American Forum. It includes three parts: a review of the social science literature to determine what is known about how attitudes are formed, how they change, and the implications of this information for addressing attitudes that may impede support for international

development; experiments with target audiences based on the research; and creation and implementation of training workshops drawing on the results of this study.

Willard Kniep and Joëlle Danant are establishing the National Clearinghouse on Development Education (NCoDE), which has been chartered to provide information about programs, material resources and state-of-art practices in development education; and to stimulate resource-sharing and networking at the national and regional levels. NCoDE will provide these services by maintaining an electronic data base; by producing regular publications; and by organizing educational outreach activities.

Mutombo Mpanya is researching the images of Africa presented in U.S. newspapers, secondary school texts, and other media.

He and Nate VanderWerf are conducting research on the images of Africans in the print and visual materials disseminated by 30 private voluntary organizations. They should complete a preliminary report on their findings by the Fall.

Sandra Smithey is examining the future directions of Canadian development education, and the implications for the U.S.

Kathy Tucker is researching the relationship between Catholic social thought and development education work by U.S. Catholic and ecumenical groups.

Jeff Unsicker is in the preliminary stages of a research project to explore development education activities in the Northern California area.

State of Research . . .

groups, their activities, materials, themes and issues, and their audiences — valuable data that could lend itself to a variety of analyses of the community.

Other directories include *The New Global Yellow Pages* (1989), published by The American Forum, a directory of organizations and individuals involved in global and development education particularly within the formal education institutions, and a database of more than 600 environmental education programs and curricula (Ballard, 1987). Another important source is the newsletter *Ideas and Information about Development Education*, co-sponsored by InterAction and International Development Conference. While research is not its specific purpose, it is the most useful single source about ongoing activities in development education.

"Base-line" studies: A related research task is the creation of "base-line data" which would establish basic information about the present state of affairs, and benchmarks from which to measure change. The survey on American attitudes towards development conducted by InterAction in cooperation with the Overseas Development Council (Contee, 1987) has made a significant contribution by taking the American pulse on some key development issues; and the clear challenge it presents for the development education community has been drawn out in a companion volume (Joy, 1987). A more limited survey of social studies teachers in Dade County, Florida, offers base-line data on teachers' attitudes toward global education and their curriculum priorities among a selection of international issues (J. Tucker, 1983). Other surveys of student knowledge and attitudes exist, among them the well known survey conducted by the American Council on Education (1983).

Message content: A particularly important question specifically related to development education is the nature of the messages that are being presented. In particular, special concern has fo-

cused on the type of images about the Third World that are communicated by development education programs as well as mainstream institutions. For example, one long-term study currently undertaken by Mutombo Mpanya is examining the images of Africa communicated by high school textbooks and major newspapers. A related InterAction project supported by USA for Africa is attempting to examine how Africans are portrayed in the print and visual materials of private voluntary organizations. This project promises to explore some of the underlying beliefs, attitudes and assumptions being communicated to the American public about African people and about development in general. And in the process, it also intends to establish a set of criteria for assessing development communication messages.

Social change: Finally, and most fundamentally, most practitioners probably agree that one of the central purposes of development education is to lead to or even promote social change. But research specifically focusing upon this relationship remains very limited. This is not surprising, since the literature on social change in general is both overwhelming and inconclusive. Nevertheless, if development education activities are to be guided by more than an act of faith, it is important to explore this difficult area. One step in this direction is the recent summary of some of the literature on social change, focusing on the ideas of Luther Gerlach, that was prepared for the WorldWise 2000 coalition (Wilson, 1988). At the organizational level, David Korten's (1987) widely known "third generation" strategy for private voluntary organizations makes some explicit suggestions for changing their orientation to become more effective change agents. In addition, research is presently underway at The American Forum to discover what the social science literature can contribute towards an understanding of how attitudes are formed and changed, and the implications of this for attitudes that may presently impede support for development.

Some suggest that the research process itself can become an integral part of the process of social change. In particular, the "participatory research" approach, which seeks to place the research agenda and activities in the hands of the subjects of study rather than the "experts," holds exciting possibilities for development education. While this approach has not yet been widely used within the development education community, work such as that by John Gaventa (1989) of the Highlander Center in Tennessee suggests potential applications to development education programs. His efforts to empower local poor communities through participatory research have enabled them to explore their links not only with others in Appalachia, but also their direct connections and commonalities with people in developing countries.

CONCLUSIONS

Development education research, like the development education community itself, is in a state of evolution. Its goal should be to complement and support development education activities, both through focusing on "what works," and on broader issues that ideally provide a fuller understanding of effectiveness and how to achieve it. The research task is immense, given that research efforts are even younger than the development education field itself, and development is at best a complex and uncertain endeavor. To provide a focus for this research, the challenge now is to be sure that research continues to be defined in ways that help to strengthen the development education community by following a collaborative agenda.

Acknowledgments: We would like to thank John Doble, Beth Hogan, Carrol Joy, Tom Keehn, Galen Martin, Karen Mulhauser, Carol Radomski, Elise Storck, and other members of the research network for comments on an earlier draft of this paper which were invaluable in providing new information, correcting errors and helping us to rethink and clarify our ideas.

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Appropriate processes engage the audience in interactive learning experiences. Understanding what the audience has to offer in terms of interests, experience, and knowledge, is central to ensuring a self-fulfilling educational experience. Good development education shouldn't be a passive experience. It is by nature action-oriented in that it leads audiences to the point where they are ready and able to continue their education, get involved in development projects, etc.

Good management means that goals are realistically set and that projects are designed to be efficient and cost effective. It is also important to develop a good evaluation plan from the beginning, which allows for self-correction through periodic assessments and redesign as necessary.

DEA: *Is the field of development education growing outside of Biden-Pell programs?*

BH: Absolutely. The field has grown tremendously over the past few years and Biden-Pell grantees make up only a part of that field. This is a sign of success in my view, since it means that the strategy of the Biden-Pell program as "catalyst" has, in fact, worked.

DEA: *In that case, is there still a need for the Biden-Pell program to continue?*

BH: Certainly. Development Education is a long-term process, like development itself. These efforts will always have a need for support. In addition, this is a huge country and we have only begun to reach the various segments of the population. A lot more needs to be done.

DEA: *Looking toward the future, what challenges do you think development education is facing?*

BH: One challenge is to increase and

diversify our funding base. We must start looking at how the foundations can help support development education. Development educators need to learn the foundation community's language, and try to relate their goals and interests to those of the foundation people working in the public policy and education arenas. The U.S. Department of Education has a lot to do in this regard. Fortunately, they seem to be developing more of an interest in the field.

Development Education is a long-term process, like development itself. These efforts will always have a need for support.

Development education programs both inside and outside A.I.D.'s portfolio enjoy substantial political support. We should not take this support for granted, though. In A.I.D., we have a new ad-

ministration, and after seven years the program is no longer in its honeymoon period. More and more, we are going to have to provide evidence that this is a good investment of taxpayers' money.

For people outside Biden-Pell, there is a continuing challenge to build political support, whether it is within their own institutions, through their professional associations, or potential funders. I don't mean to imply that we are losing support. But we should not assume people will always believe in what we are doing unless we can provide evidence that it is a worthwhile endeavor. In five years from now we will need to ask ourselves whether de-

velopment education has moved beyond the demonstration stage, and whether it has been mainstreamed into the institutional framework. These are the challenges we face.



Photo courtesy: United Nations
Development Education efforts have been successful when the public sees people from developing countries as people like themselves, having the same joys, the same fears and the same kinds of needs. They want food, clothing, housing, water, and good health for their families.

LESSONS LEARNED...

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projects. Rather, says Joy, the Biden-Pell program should undertake "a coherent long-term evaluation plan with sufficient funding to see it through."

In the meantime, with support from Biden-Pell, InterAction has been offering a series of workshops to enable development education practitioners to enhance their evaluation skills. This is something from which every project could benefit. Whether formal or informal, rigorous or intuitive, the primary purpose of evaluation should not be simply to report back to the grant-maker, but to improve and refine current and future projects. Evaluation should not be static, but ongoing. It should provide the basis for project improvements and mid-course corrections.

Some Other Pointers

Most of the issues discussed thus far apply to any development education project. But there are a number of other lessons development educators have learned that apply more specifically to some kinds of projects than to others.

Mini-Grants

Mini-grants are small stipends used by a number of grantees to stimulate other institutions or local affiliates to implement development education programs. They have ranged from \$200 to \$5,000 and have generally been offered on a competitive basis as follow-up to a previous educational experience. Projects that administered mini-grant programs are without exception enthusiastic about their effectiveness. According to Laurence Simon, "Making money available... for local development education activities greatly encouraged their creativity, the scope and variety of their activities, and the improvement of organizational abilities." The provision of even relatively small amounts of money, he says, vastly increased in-

kind contributions of time and other local resources.

Other projects report similar experiences. The American Forum for Global Education, whose mini-grants helped university professors of education incorporate development issues into teacher training, found that the average size of the mini-grants was much smaller than had been anticipated, but that the grants leveraged almost three times as much money from the universities themselves.

Joan Joshi, former director of the CICHE project, notes that the grants allowed people to do things for themselves. "Not everybody is thrilled to be given materials produced by someone else." The mini-grant program enabled state and local extension offices to apply concepts and materials that had been prepared for national distribution to their own situations, in the process "co-opting" them into the project.

Advisory Groups

Not all projects made use of an advisory body. Some used them primarily as window-dressing, without any real involvement in the project. But those that created active influential committees are enthusiastic about the contributions they can make to a project's substance and outreach. In most cases, advisory groups, whether internal to the grantee organization or consisting of outside experts, brought additional expertise to the project beyond that existing in the project staff. In some cases, the advisory body was made up of high-level contacts whose primary contribution was to open doors. In most cases, it consisted of representatives of the target audience whose job it was both to provide feedback on the appropriateness of the message being communicated and to represent the project to the constituent audience.

There is a striking difference of opinion as to whether advisors should be paid or

not. Both views are held with considerable passion. Some hold that advisors should be chosen for their interest in, and commitment to, the idea of educating Americans about development issues. Others hold that experts are being asked to offer professional critique and access to a particular community and that it is essential to compensate them at professional consultant rates for their time and effort.

The strength with which these views are held appears to be related to the professional community from which the particular project directors come. Those who come from the private voluntary community see participation in such activities as an integral part of their jobs and therefore do not accept special compensation, and they expect the same from others. Those who come from the worlds of communications and academia expect professional time of any kind to be compensated. In practice, however, most projects seem to operate not on the basis of their own norms, but on those of the audience they are seeking to involve.

Volunteers

A related but separate issue is the use of an active and committed group of volunteers in the implementation of the project. For many projects, it is not a relevant concern. For others, building a core group of project activists is essential to carrying out the project design and sparking appropriate follow-up activities.

Volunteers can represent a tremendous source of energy and enthusiasm for the task at hand. They often throw themselves into an activity and generate momentum because of their own personal qualities. But those who have tried to involve volunteers for long-term projects, rather than merely short-term organizing, caution that nurturing their continued participation and commitment takes a lot of time. It also requires that there be strong psychic

LESSONS LEARNED...

satisfaction for the volunteers in what they are being asked to do.

This point is best illustrated by comparing two projects that sought to use volunteers for similar tasks. The CUNA project already mentioned uses volunteers, after intensive training, to educate others in the credit union movement about developing countries. These volunteers commit to doing a certain number of development education activities during the year (making presentations, hosting foreign visitors, contacting political leaders, giving radio and television interviews). Many have been doing this for a number of years, without compensation and often on their own, rather than corporate, time. According to project director Barbara Main, "There is a strong tradition of volunteerism in the credit union movement" as well as a great sense of pride.

In contrast, Heifer Project in the earliest stages of its development education program sought to involve retirees as volunteers in teaching a development education curriculum to Arkansas primary school children. Arkansas schools are required to use volunteers, and there is an impressive body of literature that shows that many benefits can be reaped from the interaction between young and old. So there was much to suggest that the model should work. Instead it turned out to be very difficult to recruit volunteers. Even once they were recruited, there were other problems. Because the volunteers had no prior teaching experience, too much of the training time had to be spent preparing the volunteers to teach. And then they were only in the classroom for five 45-minute lessons, not long enough to make a lasting impact.

Volunteers must have a strong stake in the activity or organization in which they are participating. Project direc-

CUNA...

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the CUNA Foundation (the credit union foundation in the U.S.A.).

Factors in overall success

The Credit Union Development Education Program was fully funded in the first year of its A.I.D. Biden-Pell grant, and partially funded by A.I.D. for another four years. At the end of this grant period, the credit union movement took over the funding, an action clearly indicative of its high opinion of the program. Several key factors seem to have contributed to this ongoing success:

- Three organizations cooperatively sponsor the program, providing a working core staff of representatives from each. This shared leadership reduces dependency on, and the influence of, a single individual.

- The program's goals are consistent with the goals of the sponsoring organizations, which grow out of a philosophy of people helping people within a non-profit democratic structure of grassroots-oriented financial institutions.

- Because the program is based on volunteers who can provide feedback to the program sponsors, these sponsors are able to learn more about how successfully they demonstrate their individuality and uniqueness to the general population.

- Sponsors value the leadership development aspect of the program because it produces committed leaders with sound philosophical beliefs and an understanding of the credit union idea.

INSA...

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volvement is the key to maintaining participation in action projects. Development education, however, is a long-term process, evolving and expanding over time. Personal commitment, a major goal of all development education, is far more likely when people know their efforts are producing results. Thus, as important as direct involvement is to programs, it is of equal importance to provide feedback on the results of their efforts to U.S. participants.

These concepts form the basis for INSA's phase II: "The Message Returns." Where as originally INSA served as the link between groups, in our new approach to development

education, we take feedback from the developing nations and present it to groups in the U.S. so as to encourage them to form their own linkages and development projects. In its future workshops, INSA will be able to suggest some overseas groups that are suitable linkage partners. We will also provide the kinds of information workshop participants will need to help them make decisions and judgments concerning their future development projects and partnerships.

Development education at INSA will continue to be a stimulus for positive change in developing nations as "The Message Returns."

Lessons Learned . . .

tor Cheryl Pagan is in the process of reorienting the schools project to introduce the same curriculum through teachers, who have responded positively and who, she says, are in a better position to influence children's thinking. She cautions against having too many goals, saying "If school kids are the target audience, you need to go through teachers. If the retired community is the target audience, you need to go to them directly."

Others also stress the importance of having a clear reason for volunteers to be involved. They also note the importance of having a built-in commitment from the beginning and of keeping them feeling supported, stressing that any project using volunteers must plan to spend extensive staff time in direct — and usually personal — communication with the volunteers.

After the Project is Done: What is Left?

Development education projects are almost invariably bounded activities. They have a beginning, a middle and an end. Some few projects have gone on for a number of years, supported either by Biden-Pell or other sources, but these too are looking toward an eventual close. What happens after a project is over? Does it fade from institutional memory? Or does it lead naturally to some other related activity?

For some organizations, even where the development education project appears to have been highly successful, it was a one-time activity, not likely to become a permanent part of the organization's work. For others, the project sponsored by Biden-Pell was one of several such projects, bringing new experience, or perhaps a new audience, to the organization, but not fundamentally changing its mission.

For a third group of grantees, the expe-

rience of educating the public about Third World issues has resulted in significant changes in the organization's purposes and objectives — not perhaps as much as individual project directors would like, but significant nonetheless.

As part of its Biden-Pell grant, CARE designed and published a model for integrating development education in organizations. Called *Development Education: Making It Work In and For Your Organization*, the publication should be examined by anyone serious about wanting to institutionalize development education in their organization. It provides step-by-step guidelines in how to introduce and position the development education program in the organization and identifies key factors that promote or inhibit change.

In the meantime, however, it is useful to look at the question from the perspective of those who have directed development education projects — often within institutions that tolerated the projects, but did not consider them essential to the organization's objectives. This issue is the only one on which there was a notable difference in tone between the project reports and the personal interviews with project directors. Whereas the project reports sought to illustrate that the particular project had a significant impact not only on the audience it was trying to reach but on the grantee institution as well, many project directors expressed frustration with the lack of support they encountered in their own organizations. "I must always reeducate the staff and board to understand that development education supports our development work," said one. "The most damning thing about development education is that we cannot reach the people who should have the most stake in it — the CEOs of PVOs," said another.

A number of project directors talked about "keeping a low profile" within their institutions even as they were gaining in strength, visibility and reputation

outside it. Others felt that they had received strong support from program staff, but skepticism from those responsible for the bottom line. "In lean times, more than in flush times, someone always questions whether education money shouldn't be put into program activities," commented one project director.

Despite their feelings of vulnerability within their institutions, most project directors worked hard to "sell" development education to their staffs and boards — with some considerable success. Some development educators working for overseas development agencies actively involved their expert staff in the goals and content of the project, and found them to be among their strongest supporters. Others involved individual board members in various aspects of their programs and eventually found them to be both supportive and enthusiastic.

Many organizations have gone on to make development education a significant program priority. Usually not with the same project or even the same target audience, but instead drawing from the previous experience to design a new project or program. This raises the question of just what is being institutionalized? Clearly, development education as a commitment by the grantee institution. But what about the original target audience? Do they remain the focus of a major educational effort? Or are they dropped, no longer receiving information or encouragement? Unless a similar process of institutionalization has taken place among the original project's collaborators, the impact for that audience is not likely to be long-term.

Lessons Learned

One of the most important lessons from the cumulative experience of the Biden-Pell program is that educating Americans about the Third World and its importance to the United States is a

Lessons Learned . . .

long-term process that requires the ongoing, persistent effort of many and varied institutions. It will not be accomplished by any one organization alone. But every organization's efforts make a difference. It requires energy, commitment and professionalism.

Part of that professionalism is learning from one another's experience, while retaining the creativity to try something new. There is no one right way to do development education. No rules or guidelines can be followed with precision to make a project succeed. Each situation, each audience is unique and requires both careful analysis and individual response. Development education is an inherently labor-intensive process that requires listening and much personal contact — with potential collaborators, with other institutions, with members of the target audience, with experts and other sources of information. Even as they are feeling their way through a new project, however, development educators can learn from what has already been done. Not just the general guidelines listed here, but specifics about particular audiences, particular geographic regions or particular specialties. Individual projects have learned many lessons that may or may not apply beyond the immediate situation. But those lessons need attention and consideration in the design of new projects if the field is to grow and be more than the sum of individual projects. Examples of what some projects have concluded based upon their specific experiences include the following:

- Low-income U.S. women are "not a viable constituency for ... long-term, highly participatory workshops." They are interested and sympathetic, but "their own very urgent needs for economic survival and caring for their families dictate other uses of their time." Was this only true of a particular project, or would any effort to address this group reach a similar conclusion?
- Neither business representatives nor journalists are interested in being "educated." Rather, these audiences must be reached with concrete information they can use in their immediate day-to-day concerns. Neither group is likely to take on responsibility for promoting Third World issues among their colleagues. Each of the groups working with business and with journalists felt this strongly. What ways of working with these audiences did they find?
- Schools are suspicious of materials introduced by private voluntary organizations. They are afraid such organizations will promote a one-sided view. This is something that many organizations found. Some feel they were able to get around it. If so, what was the key? If not, what other alternatives could be devised?
- Mailings are not an effective way to draw participants to a program. A number of projects came to this conclusion, but others used mailings very effectively. What was the difference?
- One way of finding out how a curriculum is used is to include a "feedback card" in every copy that is disseminated. This sounds like an inexpensive way to get around the classic problem of determining whether, how and for how long materials are used. What level of response have organizations found? How does it compare with the response to separately mailed questionnaires? To telephone surveys?
- The groups that successfully used mini-grants first devised, and then refined, the criteria they used in making the awards. What did they learn in the process? What kinds of criteria and requirements make for a successful mini-grant project?

Guidelines for Projects

In talking with project directors, reading project reports, studying the evaluation survey conducted by Carrol Joy, and examining the plethora of materials that have been produced under the Biden-Pell program, one cannot help but come to the conclusion that some very worthwhile and exciting things are happening. Moreover, the frankness and thoughtfulness of those interviewed is striking. They are proud of what they have accomplished, but also determined to do it better next time.

Individually, development educators have learned a lot — about designing development education projects, about their audiences, about developing appropriate messages, about communicating those messages, about evaluating their programs, and about securing their institutions' support. Many of those lessons are project specific, but many occur over and over despite large differences in the way activities were designed and carried out. Can these lessons be summarized into some general guidelines? Here is what the research for this article suggests:

Be realistic in designing the project. Because of the tendency to underestimate how much staff time was needed to persuade individuals and institutions to participate, and to design carefully targeted materials, many projects promised far more activities than they were able to deliver. This problem was particularly acute in cases where the proposal was written by someone other than the eventual project director.

Know your audience. If you do not already have personal and institutional familiarity with your target audience, learn as much about the audience as you can, by collecting data, interviewing members of the audience, involving representatives of the audience in the project, and listening to feedback as you proceed.

Lessons Learned . . .

Establish legitimacy with your audience. If your organization does not already have standing with the target audience, involve others who do: influential leaders in the field or the community, institutions that have credibility with those you are trying to reach, politicians, recognized experts.

Involve representatives of the target audience in the design, as well as the implementation, of the project. Involving members of the target audience from the earliest stages of the project not only ensures that you have good information about the target audience and gives the project credibility and legitimacy, it also gives ownership of the project to those involved. It gives them a stake in the project's outcome and makes follow-up of some kind much more likely.

Fine tune your message. Our interdependence with people, events and conditions in developing countries is the most effective development message with almost any audience. But the specific connections and the particular facts should be selected with careful attention to the needs, interests and concerns of the audience in mind. Keep it simple, but accurate. Take out the jargon.

Offer participants some possibilities for immediate actions. Whether the objective is primarily awareness raising or stimulating long-term involvement in development issues, it is best to offer participants some sense of what they can do. For journalists this might simply be providing them with material for a good, legitimate news story. For others, it might be additional readings, suggestions for making contributions, or things they can do in their homes or neighborhoods. For still others, it might involve a longer-

term commitment to more public action.

Where long-term follow-up is the objective, be prepared to offer extensive personal and technical support. In those cases where your initial program has successfully led to a commitment to longer-term involvement, things are not likely to proceed as planned after the first flush of enthusiasm. Development educators need to recognize that their presence and encouragement can make a big difference in whether the follow-up activity succeeds.

Examine existing resources. Even if you feel that you need material specifically produced for your audience or a particular event, examine other available resources. Perhaps the rationale has already been developed in a way that you can use for your audience. Perhaps a previously developed format could be borrowed for your purposes.

Make use of Third World speakers. Research conducted by the Overseas Development Council and InterAction, as well as the experience of development educators, show that Americans respond well to personal connections. Where they have some personal tie to developing countries, or they have the opportunity to personally interact with people from those countries, they respond with more interest and enthusiasm and learn more. Provided they are carefully briefed and are good communicators, speakers can be foreign students, foreign journalists, or other foreign residents in the local community.

Be flexible. While it is important to have a clear and realistic plan of action, it is equally important to be able to modify that plan as conditions warrant. Opportunities arise, new information is acquired, interest develops spontaneously. Be

open-minded enough to see changing situations and take advantage of timely opportunities.

Develop your evaluation strategy before you begin the project. Be clear about what you are measuring and why. If you need to know more about evaluation, learn it at the beginning rather than the end of the project.

Involve key people in your organization in the project. Seek advice, utilize their skills and expertise, and make sure they know about the project at important stages along the way. If development education is to become an important activity in your organization, other staff members, management and board members must have a sense of ownership in the project.

Learn from the experience of others. Before proceeding with a project — preferably before even designing a project — interview the two, three or four projects that tried to reach the audience you are trying to reach, that used the techniques you are thinking of using, or that otherwise resembled what you want to do. Learn what worked, what did not, and how you can build on what has already been accomplished.

Development educators should look on the opportunity to interview some of their colleagues as an opportunity for reaching a smoothly running, effective project that much more quickly. In doing so, they will find what I found: that there is no clear-cut agreement on what works and what does not. But they will go a long way toward refining their choices and understanding their options. Because development education is still an emerging field, there is much room for developing and testing new models. And yet, those models should draw on the experience of those that preceded, using the best of what worked and finding alternatives for what did not.

Guidelines for Projects

- Be realistic in designing the project.
- Know your audience.
- Establish legitimacy with your audience.
- Involve representatives of the target audience in the design, as well as the implementation, of the project.
- Fine tune your message.
- Offer participants some possibilities for immediate actions.
- Where long-term follow-up is the objective, be prepared to offer extensive personal and technical support.
- Examine existing resources.
- Make use of Third World speakers.
- Be flexible.
- Develop your evaluation strategy before you begin the project.
- Involve key people in your organization in the project.
- Learn from the experience of others.

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This database provides descriptions of groups, organizations, and institutions with development education programs, including their focus, audience, geographic location, etc.

When seeking information about such programs and organizations, what kinds of specific reports would you need to get from the NCoDE database, apart from the biennial publication "Who's Doing What in Development Education?" (Please check as many as apply.)

- ☐ on innovative projects
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If yes, how useful did you find them? (Please check below.)

(Not useful) ☐ 1 ☐ 2 ☐ 3 ☐ 4 (Very useful)

If you found them of little use, what would you recommend to improve them?

3) What would be your purpose in seeking reports from our program/resource databases? (Please check as many as apply.)

- ☐ to identify potential collaborating organizations
- ☐ to seek advice on one's own project/resources from experienced organizations with similar programs/resources
- ☐ to create a specific reference list of organizations/resources for inclusion in your new publication
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NEEDS ASSESSMENT (Page 2)

4) Human Resource Database:

In late 1990, NCoDE will start establishing a database of resource persons with special skills to share with the development education community. What kinds of specific information would you seek regarding such resource persons?

Please indicate below if you would like to be considered for inclusion in that database.

☐ Yes, I am interested. Please send me more information. ☐ Not interested at this time.

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a) A telephone information service is now in place, which already provides a number of individuals and organizations with valuable information. Are you one of its users? ☐ Yes If yes, how often? _____
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